

## Nyewood CE Infant School

### Skills Progression

#### RSHE

#### **Curriculum Intent**

The **intent** of our curriculum is that it will secure our vision that at Nyewood Church of England Infant School our children are **confident, happy** and **independent learners** who take an active role **together in God's world**.

#### **RSHE Intent:**

At Nyewood C E Infant School, all children develop their attitudes and values, personal and social skills, knowledge and understanding, to flourish and become successful citizens in God's world.

EYFS					
Autumn Term					
Emerging Towards Expectations		Working At Expectations		Exceeding Expectations	
<b>New Beginnings</b>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• the name of their class and the class teacher</li> <li>• the key areas of our school and how to access them.</li> <li>• what our school promises are and how they can show them.</li> <li>• Key adults and other in their immediate peer group within the EYFS.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• become familiar with our school.</li> <li>• develop a sense of belonging by in becoming part of our Nyewood family.</li> <li>• understand the expectations, boundaries and routines.</li> <li>• form good relationships with adults and other children.</li> <li>• name the school values and begin to explain their meaning.</li> </ul>				
<b>Physical Health and Well-being</b>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• Where the toilets are in school</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• How to dress and undress independently.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• about the different factors that link to their health and wellbeing.</li> </ul>		

<p><i>Eating well and being active</i></p>	<ul style="list-style-type: none"> <li>To wash their hands before eating and after using the toilet.</li> <li>How to take off and put on their own coat.</li> <li>That certain food, drink, exercise and sleep help us to keep healthy.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>To be increasingly independent in meeting their own care needs</li> <li>Make healthy life choices.</li> </ul>	<ul style="list-style-type: none"> <li>How to manage their personal hygiene and why this is important.</li> <li>How to make healthy life choices</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>manage their own needs in terms of basic hygiene and personal needs (ELG Managing Self)</li> <li>talk about different factors that link to their health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>what happens if they don't care of their health.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>make positive life choices to keep themselves healthy.</li> <li>explain what happens if they don't take care of their health</li> </ul>
	<p><b>Emerging Towards</b> Expectations</p>	<p><b>Working At</b> Expectations</p>	<p><b>Exceeding</b> Expectations</p>
<p><b>Spring Term</b></p>			
<p><b>Being Safe</b></p> <p><i>Worries and asking for help.</i></p> <p><i>Body Privacy</i></p>	<p>Children know...</p> <ul style="list-style-type: none"> <li>about people who help us in school, at home and within the community.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>Identify key adults they can trust and where to find them.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>To know who to go to when they need help.</li> <li>To be able to say yes or no.</li> <li>Explain reasons for rules, know right from wrong and behave accordingly (ELG, Managing Self)</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>Ask for help when they need it</li> <li>Makes their wants and needs known to others.</li> <li>Make good choices in line with the school promises.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>about body privacy and that some parts are private.</li> <li>what is right and wrong.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>Talk about body parts and know that some parts need to be kept private.</li> <li>Understand the meaning of kindness and a range of ways that we can show this.</li> </ul>

<p><b>Family Friendship and Relationships</b></p> <p><i>Special people</i></p> <p><i>Family and Friendship</i></p> <p><i>Family: Kindness, Relationships and Love.</i></p>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• how to play cooperatively sustain, extend and elaborate their play ideas with others.</li> <li>• how to find solutions to conflicts and rivalries.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• play with more than one child extending and elaborating play ideas.</li> <li>• take appropriate steps in order to find solutions to conflicts and rivalries.</li> <li>• Understanding the meaning of kindness and communication.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• how to build relationships with adults and friendships with peers.</li> <li>• how to think about others' perspectives and show sensitivity to their needs</li> <li>• how to work cooperatively and take turns with others. (ELG/Building Relationships)</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• form positive attachments to adults and friendships with peers</li> <li>• be respectful and show sensitivity to the needs of others.</li> <li>• take turns and share fairly.</li> <li>• Understand the meaning of kindness and communication, and ways that we can show this.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• How to play games with rules</li> <li>• That everyone is unique and it is ok if someone else's point of view, likes, dislikes and talents can be different from theirs.</li> <li>• To begin to understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Take turns in games and follow the rules to keep play going.</li> <li>• Talk about being unique, and know themselves and others have qualities that make them individual.</li> <li>• Understand the meaning of kindness and communication, and a range of ways that we can show this.</li> </ul>
<b>Emerging Towards</b> Expectations		<b>Working At</b> Expectations	
<b>Summer Term</b>			
<p><b>Feelings and Attitudes</b></p> <p><i>Feeling happy or sad.</i></p> <p><i>Feelings and Impact on self and others.</i></p>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• To use words rather than actions to solve conflicts.</li> <li>• develop appropriate ways of being assertive</li> <li>• some key vocabulary linked to emotions and use these to describe how they are feeling.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• a variety of vocabulary to describe emotions, recognise their own feelings and use words to describe these.</li> <li>• How to regulate their emotions and what to do if they are feeling a certain way.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• to stop and think before acting and can wait for things they want.</li> <li>• how to manage their feelings and begin to use these to maintain control.</li> <li>• To know when and how to stand up for themselves appropriately</li> </ul>

<p><i>Coping with feeling and change</i></p>	<ul style="list-style-type: none"> <li>• That other people also experience feelings.</li> <li>• The rules and can begin to follow these without reminders from an adult.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• express their wants and needs in an appropriate way.</li> <li>• use talk as a strategy for working with others to solve conflicts.</li> <li>• talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Increasingly follow the rules and understand why they are important.</li> <li>• Remember the rules without an adult to remind them.</li> </ul>	<ul style="list-style-type: none"> <li>• How to sustain interest and work towards simple goal, knowing that it can take time to achieve.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• express their feelings and consider the feelings of others</li> <li>• set and work towards simple goals, being able to wait what they want and control immediate impulses. (ELG/ Self-Regulation)</li> <li>• identify and moderate their own feelings socially and emotionally</li> </ul>	<p>Children can...</p> <ul style="list-style-type: none"> <li>• Talk about their emotions and identify how to express their feelings in an appropriate way.</li> <li>• Give their opinion and speak up when think something is right or wrong.</li> </ul>
<p><b>Identity</b></p> <p><i>Changes in growth</i></p> <p><i>Boys, Girls and Stereotypes,</i></p> <p><i>Similarities and Differences</i></p>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• Where and how to access resources to support their learning.</li> <li>• Know that are part of the Nyewood family.</li> </ul> <p>Children can...</p>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• That they are a unique and valuable member of our Nyewood family.</li> <li>• How to show resilience and perseverance in the face of challenge (ELG/ Managing Self)</li> <li>• How to give focussed attention to what teacher says responding</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• To be confident when speaking to a class group.</li> <li>• things are good at and what they want to get better at.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• contribute to class discussions, sharing their ideas and opinions,</li> </ul>

	<ul style="list-style-type: none"> <li>• select and use activities with resources with help when needed.</li> <li>• develop their sense of responsibility and membership of a community.</li> <li>• To become more outgoing with unfamiliar people in the safe context of their setting.</li> <li>• To show more confidence in new, social situations.</li> <li>• Understand the meaning of uniqueness and independence.</li> </ul>	<p>appropriately to follow instructions (ELG/ Self regulation)</p> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Talk about what makes them unique</li> <li>• Understand the meaning of uniqueness and independence, and ways that we can show this.</li> <li>• Take risks and persevere in times of challenge</li> <li>• Listen attentively and follow instructions given by the class teacher.</li> </ul>	<p>knowing they will be listened to and respected.</p> <ul style="list-style-type: none"> <li>• talk about the things they enjoy, and are good at, and about the things they do not find easy</li> <li>• Understand the meaning of uniqueness and independence, and a range of ways that we can show this.</li> </ul>
<b>Vocabulary</b>	<p><b>Class, group, school, names</b>  <b>friend, teacher, adults, parents, family, children, belong/belonging, community, relationships, social/socially, together, cooperative, right, wrong, play, area, exercise, share/sharing, kindness, love, care, choice, independent, unique, problem solving, promise, rules, expectations, behaviour, routines, confident/confidence, safe/unsafe, health/healthy/unhealthy, well-being, hygiene, private/privacy, feelings/emotions (happy, sad, angry, worried), regulate feelings, persistence, resilience, challenge</b></p>		

Year 1			
	Emerging Expectations	Working At Expectations	Exceeding Expectations
Autumn Term			
<b>Being Safe</b>	<p>Children know...</p> <ul style="list-style-type: none"> <li>they have a right to say yes and no.</li> <li>where to go for help</li> <li>right from wrong</li> <li>the rules we have to keep us safe.</li> <li>The names of some body parts and which of them should be kept private.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>Make choices and understand that saying no if something makes them feel uncomfortable.</li> <li>Recognise safe/ unsafe situations and begin to talk about things they can do to keep themselves safe.</li> <li>Identify trusted adults they can go to when they need help.</li> <li>Talk about the PANT rule.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>the importance of body privacy – PANTS rule.</li> <li>who to go to for help and identify some key people they can trust.</li> <li>about the shared responsibility to keep themselves and others safe.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>talk confidently about the PANTS rule and that some body parts should be kept private.</li> <li>Name some key adults they trust and know where to find them.</li> <li>Seek help from adults when they need it for themselves or others.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>the importance of body privacy and that their body belongs to them.</li> <li>They should respond in situations which make them feel uncomfortable.</li> <li>the difference between a secret and a surprise.</li> <li>different rules for keeping safe (road, environment, online, in unfamiliar situations)</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>Describe what is meant by body privacy</li> <li>speak out when something makes them feel uncomfortable or unsafe.</li> </ul>

<p><b>Family Friendship and Relationships</b></p>	<p>Children know...</p> <ul style="list-style-type: none"> <li>the special people/ key figures in their lives.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>Describe key people in their lives and talk about what makes them special to them.</li> <li>Understand the meaning of kindness and communication, and ways that we can show this.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>about the significant people in their lives.</li> <li>About the groups and communities that they belong to.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>Identify key people who have an influence on their lives and talk about why they are special to them.</li> <li>Talk about the difference clubs and communities they belong to outside of their immediate family.</li> <li>Understand the meaning of kindness and communication, and a range of ways that we can show this.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>That every family is unique.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>Recognise that there are similarities and differences in families</li> <li>Talk about what makes their family unique.</li> <li>Understand the meaning of kindness and communication, and a range of ways that we can show this in different contexts e.g. school/ home.</li> </ul>
<p><b>Identity</b></p>	<p>Children know...</p> <ul style="list-style-type: none"> <li>that there are similarities and differences between people.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>identify similarities and differences between themselves and a friend.</li> <li>Understand the meaning of uniqueness and independence, and ways that we can show this.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>that there are different groups within our community.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>identify different groups within our community and talk about similarities and differences.</li> <li>Understand the meaning of uniqueness and independence, and a range of ways that we can show this.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>There are differences between groups within society and that everyone deserves respect and equality.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>Identify differences between their family and the families of those around them.</li> <li>Understand the meaning of uniqueness and independence, and a range of ways that we can show this in different contexts e.g. school /home.</li> </ul>

	<b>Emerging Towards</b> Expectations	<b>Working At</b> Expectations	<b>Exceeding</b> Expectations
<b>Spring Term</b>			
<b>Family Friendship and Relationships</b>	<p>Children know...</p> <ul style="list-style-type: none"> <li>the special people/ key figures in their lives.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>Describe key people in their lives and talk about what makes them special to them.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>about the significant people in their lives.</li> <li>About the groups and communities that they belong to.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>Identify key people who have an influence on their lives and talk about why they are special to them.</li> <li>Talk about the difference clubs and communities they belong to outside of their immediate family.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>That every family is unique.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>Recognise that there are similarities and differences in families</li> <li>Talk about what makes their family unique.</li> </ul>
<b>Feelings and Attitudes</b>	<p>Children know...</p> <ul style="list-style-type: none"> <li>That all feelings are ok.</li> <li>Some key vocabulary to describe how they are feeling.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>begin to recognise different feelings.</li> <li>Begin to express their feelings in appropriate ways.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>About different factors that make them feel different emotions.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>Talk about what makes them happy, sad, angry, excited, scared.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>that their own behaviour can have consequences and impact on themselves and others.</li> </ul> <p>Children can....</p> <ul style="list-style-type: none"> <li>Use kind hands and kind words towards others.</li> <li>Talk about how things make them feel and begin to relate these scenarios to other people.</li> <li>Explore ways in which feelings can be hurt and talk about actions they can take to either prevent or help.</li> </ul>

<p><b>Physical Health and Well-being</b></p> <p><b>Hygiene and protecting your health –</b> Well/unwell/spread of germs. Keeping clean</p> <p><b>Keeping Safe and Emergencies</b> <i>Helping us stay safe Staying safe in emergencies.</i></p>	<p>Children know...</p> <ul style="list-style-type: none"> <li>About basic hygiene routines</li> <li>To identify some practices which contribute to a healthy lifestyle.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>Talk about ways in which they can look after their bodies</li> </ul> <p>Discuss the key factors that contribute to a healthy lifestyle.</p>	<p>Children know...</p> <ul style="list-style-type: none"> <li>what constitutes a healthy lifestyle (physical and mental) including the benefits of physical activity, rest, healthy eating and dental health</li> </ul> <p>Children can....</p> <ul style="list-style-type: none"> <li>Make healthy life choices and talk about the importance of a health eating, physical activity, rest and dental health.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>about the benefits of maintaining a healthy lifestyle.</li> <li>about the spread of infections</li> </ul> <p>Children can</p> <ul style="list-style-type: none"> <li>Talk confidently about maintaining a healthy lifestyle and can describe some their own practices.</li> <li>Understand and follow good hygiene practices in order to help to prevent the spread of germs.</li> </ul>
<b>Emerging Towards</b> Expectations		<b>Working At</b> Expectations	
<b>Summer Term</b>			
<p><b>Physical Health and Well-being</b></p> <p><b>Hygiene and protecting your health –</b> Well/unwell/spread of germs. Keeping clean</p> <p><b>Keeping Safe and Emergencies</b> <i>Helping us stay safe Staying safe in emergencies.</i></p>	<p>Children know...</p> <ul style="list-style-type: none"> <li>About basic hygiene routines</li> <li>To identify some practices which contribute to a healthy lifestyle.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>Talk about ways in which they can look after their bodies</li> </ul> <p>Discuss the key factors that contribute to a healthy lifestyle.</p>	<p>Children know...</p> <ul style="list-style-type: none"> <li>what constitutes a healthy lifestyle (physical and mental) including the benefits of physical activity, rest, healthy eating and dental health</li> </ul> <p>Children can....</p> <ul style="list-style-type: none"> <li>Make healthy life choices and talk about the importance of a health eating, physical activity, rest and dental health.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>about the benefits of maintaining a healthy lifestyle.</li> <li>about the spread of infections</li> </ul> <p>Children can</p> <ul style="list-style-type: none"> <li>Talk confidently about maintaining a healthy lifestyle and can describe some their own practices.</li> <li>Understand and follow good hygiene practices in order to help to prevent the spread of germs.</li> </ul>

<b>Vocabulary</b>	Uncomfortable/comfortable, special, significant, similarities, differences, immediate, respect, equality, feelings (excited, scared), scenarios, hurt, prevent, physical/mental health, infections, dental, germs
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<b>Year 2</b>			
	<b>Emerging Towards</b> Expectations	<b>Working At</b> Expectations	<b>Exceeding</b> Expectations
<b>Autumn Term</b>			
<b>Being Safe</b>	<p>Children know...</p> <ul style="list-style-type: none"> <li>that their body belongs to them and that some parts should be kept private.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>Confidently describe what is meant by about body privacy</li> <li>Understand that is their right to speak out when something makes them feel uncomfortable or unsafe.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>they have a right over what does and does not happen to their body (consent)</li> <li>It is their right to speak out in situations which make them feel uncomfortable.</li> <li>about appropriate and inappropriate touch</li> <li>that there are some secrets that cannot be kept.</li> <li>different rules for keeping safe (road, environment, online, in unfamiliar situations) and why this is important.</li> </ul> <p>Children can:</p> <ul style="list-style-type: none"> <li>Talk confidently about consent, their body belongs to them and they have a right to say yes or no.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>about the steps they can take to ensure their safety in class, on the playground, around the school and at home</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>begin to recognise early warning signs in relation to body privacy, safety and appropriate behaviour and what they should do.</li> <li>Demonstrate 'safe' behaviour in school, on the playground and</li> </ul>

		<ul style="list-style-type: none"> <li>• Use a body map to show places of appropriate and inappropriate touch.</li> <li>• Identify trusted adults they can talk to when situations make them feel uncomfortable.</li> <li>• Identify the difference between a secret and surprise and know that adult secrets should not be kept.</li> <li>• Identify ways to keep themselves safe when out in the community.</li> </ul>	
<p><b>Family, Friendships and Relationships</b></p>	<p>Children know... About relationships within families.</p> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Name some special people within their families and their role.</li> <li>• Understand the meaning of kindness and communication, and a range of ways that we can show this.</li> </ul>	<p>Children know... The qualities people have and behaviours they demonstrate in relationships.</p> <ul style="list-style-type: none"> <li>• That special people can make a difference to their lives.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Talk about how love and care is shown within their family</li> <li>• Talk about the qualities of a good friend</li> <li>• Understand the meaning of kindness and communication, and a range of ways that we can show this in different contexts e.g. school/ home.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• That there are different types of healthy relationships and people can show love in different ways.</li> <li>• The qualities of a healthy relationship.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Talk about types of relationships and make comparisons as to how love and care shown between a parent and child is different between a person and their friend.</li> <li>• Understand the meaning of kindness and communication, and a range of ways that we can show this in a range of different contexts e.g. school/ home / community / world.</li> </ul>

<b>Identity</b>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• There are differences between groups within society and that everyone deserves respect and equality.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Identify and celebrate differences between their own families, those within the community and wider world.</li> <li>• Understand the meaning of uniqueness and independence, and a range of ways that we can show this.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• about the importance of respect for differences and similarities between people</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• talk about being unique and challenge the stereotypical viewpoints of others.</li> <li>• Understand the meaning of uniqueness and independence, and a range of ways that we can show this in different contexts e.g. school /home.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• That everyone has a right to be treated equally within society, regardless of bias viewpoints.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Continue to challenge stereotypes – who says girls can't play football? Boys can't have long hair? Begin to discuss gender expectations? In line with the viewpoints portrayed in the media.</li> <li>• Understand the meaning of uniqueness and independence, and a range of ways that we can show this in a range of different contexts e.g. school / home / community / world.</li> </ul>
	<b>Emerging Towards</b> Expectations	<b>Working At</b> Expectations	<b>Exceeding</b> Expectations
<b>Spring Term</b>			
<b>Family, Friendships and Relationships</b>	<p>Children know...</p> <p>About relationships within families.</p> <p>Children can...</p> <p>Name some special people within their families and their role.</p>	<p>Children know...</p> <p>The qualities people have and behaviours they demonstrate in relationships.</p> <ul style="list-style-type: none"> <li>• That special people can make a difference to their lives.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Talk about how love and care is shown within their family</li> <li>• Talk about the qualities of a good friend?</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• That there are different types of healthy relationships and people can show love in different ways.</li> <li>• The qualities of a healthy relationship.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Talk about types of relationships and make comparisons as to how love and care shown between a parent and child is different between a person and their friend.</li> </ul>

<p><b>Feelings and Attitudes</b></p>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• that their own behaviour can have consequences and impact on themselves and others.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• That all feelings are ok.</li> <li>• how to regulate their emotions and manage them in an appropriate way.</li> <li>• That people's bodies and feelings can be hurt.</li> <li>• That different types of emotions can affect people's behaviour.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Identify and use a range of strategies to enable them to manage their emotions and cope with change.</li> <li>• Show sensitivity to the feelings of others.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• That all feelings are ok and may change according to what is happening in their lives.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Identify ways to see help for themselves in others when they are experiencing unwanted feelings.</li> <li>• anticipate times which may them to experiences difficult emotions and plan how they are going to manage these.</li> </ul>
<p><b>Physical health and well being</b></p> <p><b><i>Drugs, alcohol and tobacco</i></b> <i>Looking after our bodies safely</i> <i>Medicines and safety.</i></p> <p><b><i>Keeping safe and risks – feeling safe</i></b> <i>Fair/unfair, right/wrong, rules.</i></p>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• about different ways to stay healthy</li> <li>• about basic personal hygiene routines.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• talk about and demonstrate what actions they take to maintain good hygiene and a healthy lifestyle.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• about the benefits of a healthy lifestyle</li> <li>• about the importance of taking care of personal hygiene</li> <li>• about the importance of taking care of their own health</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Give reasons for their choices and actions in relation to keeping themselves healthy and maintaining good hygiene.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• what happens if they don't take care of their health</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Talk confidently about the importance of keeping healthy.</li> <li>• Identify the impact on poor physical and mental health caused by unhealthy lifestyles or poor hygiene.</li> </ul>
	<p><b>Emerging Towards</b> Expectations</p>	<p><b>Working At</b> Expectations</p>	<p><b>Exceeding</b> Expectations</p>

Summer Term			
<p><b>Physical health and well being</b></p> <p><b><i>Drugs, alcohol and tobacco</i></b> <i>Looking after our bodies safely</i> <i>Medicines and safety.</i></p> <p><b><i>Keeping safe and risks – feeling safe</i></b> <i>Fair/unfair, right/wrong, rules.</i></p>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• about different ways to stay healthy</li> <li>• about basic personal hygiene routines.</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• talk about and demonstrate what actions they take to maintain good hygiene and a healthy lifestyle.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• about the benefits of a healthy lifestyle</li> <li>• about the importance of taking care of personal hygiene</li> <li>• about the importance of taking care of their own health</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Give reasons for their choices and actions in relation to keeping themselves healthy and maintaining good hygiene.</li> </ul>	<p>Children know...</p> <ul style="list-style-type: none"> <li>• what happens if they don't take care of their health</li> </ul> <p>Children can...</p> <ul style="list-style-type: none"> <li>• Talk confidently about the importance of keeping healthy.</li> <li>• Identify the impact on poor physical and mental health caused by unhealthy lifestyles or poor hygiene.</li> </ul>
<b>Vocabulary</b>	Consent, appropriate/inappropriate, secret, surprise, warning signs, online, compare, society, viewpoint, bias, stereotype, media, qualities, manage feelings, sensitivity, personal		