|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| **New Beginnings** | | | | | | | |
| **Knowledge**  **Knowledge**  **Knowledge**  **Knowledge**  **Knowledge** |  | I know that I belong to a community.    I feel safe and content within my class.    I can tell you how I am the same as and different from my friends.  I know that it is okay to have any feeling but that it is not okay to behave in any ways we like (if it hurts other people).    I know some ways to solve a problem, with adult support.  I know what I have to do myself to make sure the classroom and school a safe and fair place for everyone.  **Relationships Education (statutory):**  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.    How important friendships are in making us feel happy and secure, and how people choose and make friends.    That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.    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.    The conventions of courtesy and manners.    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.    **Health Education (statutory):**  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. | I feel good about the ways we are similar in the group and the ways I am different.    I know how to make someone feel welcome.    I feel good about my strengths.    I know some more ways to calm myself down when I feel scared or upset.    I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better.    I know some ways to solve a problem.    I can help to make the class a safe and fair place.    I know it is not okay for other people to make the classroom feel unsafe or unfair.    I can help to make my class a good place to learn.    **Relationships Education (statutory):**  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.  How important friendships are in making us feel happy and secure, and how people choose and make friends.    That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.    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.    The conventions of courtesy and manners.    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.    **Health Education (statutory):**  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. | I know something about most children in my class.    I know that I am valued at school.    I know how to join a group.    I can tell you one special thing about me.    I know how it feels to be happy, sad or scared and can sometimes tell if other people are feeling these emotions.    I know how it feels to do or start something new, and some ways to cope with these feelings.    I can give and accept a compliment.    I can contribute towards making a class charter.    **Relationships Education (statutory):**  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.    How important friendships are in making us feel happy and secure, and how people choose and make friends.    That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.    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.    The conventions of courtesy and manners.    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.    **Health Education (statutory):**  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. | I know something about everyone in my class.    I know how to make someone feel valued at school.    I know what it feels like to be unwelcome.    I can tell you more than one special thing about me, or about skills that I have.    I can predict how I am going to feel in a new situation or meeting new people.    I can manage my feelings and usually find a way to calm myself down when necessary.    I know some more ways to solve a problem.    I understand why we need to have different rules in different places, and to know what the rules are in school.    **Relationships Education (statutory):**  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.    How important friendships are in making us feel happy and secure, and how people choose and make friends.    That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.    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.  The conventions of courtesy and manners.    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.    **Health Education (statutory):**  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. | I have worked with and talked to lots of other people in my class.    I know that I am valued at school and how to make others feel valued and welcome.    I understand how it feels to do or start something new.    I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.    I know how others may be feeling when they are in a similar situation.    I work well in a group.    I can explain how I go about solving a problem.    I understand my rights and responsibilities in the school.    I know some of the things that help us in school to learn and play well together.    If I don’t agree with something in school, I know how to try changing things.    **Relationships Education (statutory):**  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.    How important friendships are in making us feel happy and secure, and how people choose and make friends.    That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.    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.    The conventions of courtesy and manners.    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.    **Health Education (statutory):**  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. | I have worked with and talked to everyone in my class.    I know that I am valued at school and I know how to show others they are valued and welcome.    I understand how it feels to do or start something new, and why I feel this way.    I have more strategies to cope with uncomfortable feelings and utilise these to calm myself down when necessary.    I know how others may be feeling when they are in a similar situation, and can offer support to them if they need.    I work well in a group and can tell you what helps my group to work well together.    I can explain how I go about solving a problem and can give examples of problems I have solved.    I understand my rights and responsibilities in the school.    I understand the need for rules in society and why we have the rules we do in school.    **Relationships Education (statutory):**  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.    How important friendships are in making us feel happy and secure, and how people choose and make friends.    That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.    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.    The conventions of courtesy and manners.    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.    **Health Education (statutory):**  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 situations and experiences.    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. |
| **Skills**  **Skills**  **Skills**  **Skills** |  | Understand how they are a part of a class/family/  wider community.  Able to identify similarities and differences between themselves and others.    Understand happy/sad/angry emotions and begin to consider consequences of actions.    Start to understand problem-solving with support from trusted adults.    Understand school rules and what ‘fair’ means.  **Relationships Education:**  Understanding of different family set-ups.    Can explain ‘difference’ and identify ways in which people are different.    Identify what makes a good friend and some ways they could try to make friends with someone.  Begin to develop understanding of British Values such as ‘respect’ and ‘tolerance of those with different faiths and beliefs’.    Able to explain why manners are important.    Identify acts which are kind and/or respectful.  **Health Education:**  Understand variety of emotions and how people might look/feel/behave when feeling certain emotions.  Able to identify and communicate what makes them feel a range of emotions.    Develop understanding of how someone else might feel in given scenarios. | Able to identify and communicate similarities and differences between themselves and others.  Can explain what they are good at.    Begin to identify how their body feels when calm/not calm.  Can identify some ways to calm down.    Understand how someone might look/feel/behave when feeling sad or scared and suggest how to help that person feel better.    Can identify some suggestions to solve a simple problem.    Understanding of ‘fair’ and ‘unfair.    Can identify safe and unsafe choices.    **Relationships Education:**  Understanding of different family set-ups.    Can explain ‘difference’ and identify ways in which people are different.    Identify what makes a good friend and some ways they could try to make friends with someone.    Begin to develop understanding of British Values such as ‘respect’ and ‘tolerance of those with different faiths and beliefs’.    Able to explain why manners are important.    Identify acts which are kind and/or respectful.    **Health Education:**  Understand variety of emotions and how people might look/feel/behave when feeling certain emotions.    Able to identify and communicate what makes them feel a range of emotions.    Develop understanding of how someone else might feel in given scenarios.    Explain how they are feeling and identify appropriate/not appropriate behaviours and choices. | Develop understanding of ‘valued’.    Develop social skills to communicate positively and join in with peers.    Understand how it feels in their body when happy/sad/  scared.    Develop understanding of new experiences/  changes and how to manage this effectively.    Identify positives of giving compliments/being kind.    Understand their rights and responsibilities in school.    **Relationships Education:**  Understanding of different family set-ups.    Can explain ‘difference’ and identify ways in which people are different.    Identify what makes a good friend and some ways they could try to make friends with someone.    Begin to develop understanding of British Values such as ‘respect’ and ‘tolerance of those with different faiths and beliefs’.    Able to explain why manners are important.    Identify acts which are kind and/or respectful.  **Health Education:**  Understand variety of emotions and how people might look/feel/behave when feeling certain emotions.    Able to identify and communicate what makes them feel a range of emotions.    Develop understanding of how someone else might feel in given scenarios.    Explain how they are feeling and identify appropriate/not appropriate behaviours and choices. | Develop understanding of ‘valued’.    Identify and communicate skills/strengths they have.    Develop understanding of new experiences/changes and how to manage this effectively.    Able to identify various ways to calm down and put these into practice.    Can identify several ways to problem-solve in a variety of situations.    Understand their rights, responsibilities and rules in school.    **Relationships Education:**  Understanding of different family set-ups.    Can explain ‘difference’ and identify ways in which people are different.    Identify what makes a good friend and some ways they could try to make friends with someone.    Develop more detailed understanding of British Values such as ‘respect’ and ‘tolerance of those with different faiths and beliefs’.    Able to explain why manners are important.    Identify acts which are kind and/or respectful.  **Health Education:**  Understand variety of emotions and how people might look/feel/behave when feeling certain emotions.    Able to identify and communicate what makes them feel a range of emotions.    Develop understanding of how someone else might feel in given scenarios.    Explain how they are feeling and identify appropriate/not appropriate behaviours and choices. | Able to work in collaboration with others.    Explain how to make others feel welcome and how our actions can support others to feel this way.    Develop understanding of new experiences/  changes and how to manage this effectively.  Able to identify various ways to calm down and put these into practice.    Develop empathy around feelings of others.    Can make positive contributions within group situations.    Can communicate problem-solving ideas for a variety of situations.      Understand their rights, responsibilities and rules in school.    Able to share their thoughts and ideas in a constructive way.    **Relationships Education:**  Understanding of different family set-ups.    Can explain ‘difference’ and identify ways in which people are different.    Identify what makes a good friend and some ways they could try to make friends with someone.    Develop more detailed understanding of British Values such as ‘respect’ and ‘tolerance of those with different faiths and beliefs’.      Able to explain why manners are important.    Identify acts which are kind and/or respectful.    **Health Education:**  Understand variety of emotions and how people might look/feel/behave when feeling certain emotions.    Able to identify and communicate what makes them feel a range of emotions.    Develop understanding of how someone else might feel in given scenarios.    Explain how they are feeling and identify appropriate/not appropriate behaviours and choices. | Able to work in collaboration.    Explain how to make others feel valued and how our actions can support others to feel this way.  Demonstrate understanding of feelings linked with new experiences/  changes and how to manage these effectively.    Understanding of ‘uncomfortable’ and can identify various strategies to support themselves with reducing strong feelings.    Develop empathy around feelings of others and demonstrate ways they can support if others need it.    Can make positive contributions within group situations.    Can communicate problem-solving ideas for a variety of situations.    Understand rights, responsibilities and rules in school and wider society.  **Relationships Education:**  Understanding of different family set-ups.    Can explain ‘difference’ and identify ways in which people are different.    Identify what makes a good friend and some ways they could develop friendships.    Demonstrate detailed understanding of British Values such as ‘respect’ and ‘tolerance of those with different faiths and beliefs’.    Able to explain why manners are important and give relevant examples.    Identify acts which are kind and/or respectful and the impact of these.    **Health Education:**  Understand variety of emotions and how people might look/  feel/behave when feeling certain emotions.    Know synonyms to represent different emotion severities.    Able to identify and communicate in detail what makes them feel a range of emotions.    Demonstrate understanding of how others might feel in a variety of given scenarios.    Explain how they are feeling; identify appropriate/not appropriate behaviours and choices of others and themselves. |
| **Getting On and Falling Out** | | | | | | | |
| **Knowledge**  **Knowledge**  **Knowledge**  **Knowledge**  **Knowledge**  **Knowledge**  **Knowledge**  **Knowledge** |  | I can tell you what being a good friend means to me.    I can make someone else feel good by giving them a compliment.    I know that people don’t always see things in the same way.    I can work well in a group.    I know when I am starting to feel angry.    I know some ways to calm down when I am starting to feel angry.    I know how to make up with a friend when we have fallen out.    I can begin to problem-solve.    **Relationships Education (statutory):**    How important friendships are in making us feel happy and secure, and how people choose and make friends.    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.    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, if needed.    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.    The conventions of courtesy and manners.    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.    The importance of permission-seeking and giving in relationships with friends, peers and adults.    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.    How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.    How to ask for advice or help for themselves or others, and to keep trying until they are heard.    **Health Education (statutory):**  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 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. | I can listen well to other people when they are talking.    I know what to say when someone gives me a compliment.    I can begin to see things from someone else’s point of view.    I can decide with my group about how well we have worked together.    I know what happens to on the inside and outside of my body when I start to get angry.    I know that sometimes anger builds up and that I can be overwhelmed by my feelings.    I can use peaceful problem-solving to sort out problems so that both people feel okay.    I can use my ability to see things from the other point of view to make a conflict situation better.    **Relationships Education (statutory):**  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, if needed.    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.    The conventions of courtesy and manners.    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.    The importance of permission-seeking and giving in relationships with friends, peers and adults.    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.    How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.    What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  How to ask for advice or help for themselves or others, and to keep trying until they are heard.    **Health Education (statutory):**  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.    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. | I know how to look and sound friendly.    I know how to be a good listener.    I know how to see things from someone else’s point of view.    I can take on a role in a group and contribute to the overall outcome.    I know what some of my triggers for anger are and understand that our bodies change when we start to get angry.    I understand why it is important to calm down before I am overwhelmed by feelings of anger.    I can use peaceful problem-solving to try sorting out some difficulties.    **Relationships Education (statutory):**  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, if needed.    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.    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.    The importance of permission-seeking and giving in relationships with friends, peers and adults.    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.    How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.    What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).    How to ask for advice or help for themselves or others, and to keep trying until they are heard.    **Health Education (statutory):**  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.    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. | I know how to listen and take turns effectively.    I can give and receive compliments.    I can explain someone else’s point of view.    I can discuss in a group how well we are working collaboratively together.    I know how it feels to be overwhelmed with feelings of anger.    I know some ways to calm down when I start feeling angry.    I can tell you some of the ways I can stop myself from being overwhelmed by feelings of anger.    I can tell you what a ‘win-win’ situation is and always try to find one in a conflict scenario.    **Relationships Education (statutory):**  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, if needed.    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.    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.    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.    How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.    What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).    How to ask for advice or help for themselves or others, and to keep trying until they are heard.    **Health Education (statutory):**  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.    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. | I know that different ways of behaving are appropriate to different types of relationships.    I know that sometimes difference can be a barrier to friendship.    I am able to see a situation from another’s perspective.    I can tell you what a good leader should do.    When working in a group, I can tell people if I agree or disagree with them, and why.    I know what my triggers for anger are and what happens when I get angry.    I can practise trying strategies to calm down.    I can consider some consequences of my behaviour so as to make a wise choice, even when I am feeling angry.    I know I am responsible for the choices I make and the way I behave, even if angry.    I can stop before I act.    I can say and do things that are likely to make a difficult situation better.    I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves.    **Relationships Education (statutory):**  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, if needed.    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.    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.    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.    How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.    What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).    How to ask for advice or help for themselves or others, and to keep trying until they are heard.    **Health Education (statutory):**  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.    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. | I can accept and appreciate people’s friendship and try not to demand more than they are able or wish to give.    I try to recognise when I, or other people are pre-judging others and I make an effort to overcome my own assumptions.    I know how it might feel to be excluded/badly treated because of being different in some way.    When I am working in a group, I can listen to people when they don’t agree with me and think about what they have said.    I understand my triggers for anger and what happens when I am overwhelmed by feelings.    I can implement strategies to calm myself down.    I can consider short-term and long-term consequences of my behaviour. I can consider the effects my actions have on others.    I know how my behaviour is linked to my thoughts and feelings.    I can stop and try to get an accurate picture of the situation before I act.  I can use my problem-solving skills to help other people resolve conflict.    I can use language that does not make conflict situations worse.    **Relationships Education (statutory):**  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, if needed.    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.    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.    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.    How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.    What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).    How to ask for advice or help for themselves or others, and to keep trying until they are heard.    **Health Education (statutory):**  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.    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. |
| **Skills**  **Skills**  **Skills**  **Skills**  **Skills**  **Skills**  **Skills** |  | Can identify qualities of a good friend.    Able to understand what a compliment is and impact of these.    Develop understanding of different points of view.    Contributes positively to group tasks.    Recognise some physical/emotional changes in their body associated with feeling angry.    Demonstrate some simple understanding of problem-solving.  **Relationships Education:**  Can communicate who their friends are and how people might develop a friendship.    Identify what makes a good friend and able to explain some key terms associated.    Understand what a stranger is and also a ‘safe stranger’.    Able to communicate with trusted adults/friends if they are unhappy or uncomfortable.    Begin to develop understanding of British Values such as ‘respect’ and ‘tolerance of those with different faiths and beliefs’.  Identify acts which are kind and/or respectful.  Begin to explain what bullying is, develop understanding of different forms of bullying and importance of speaking out about unkindness/bullying behaviour.    Understand what is meant by giving permission/consent.    Can use the internet safely and responsibly with support.    Begin to understand appropriate online behaviour.    Begin to understand potential online risks and how to get support with these.    Able to name trusted adults/sources of support who can help with problems or worries.    **Health Education:**  Understand variety of emotions and how people might look/feel/behave when feeling certain emotions.    Able to communicate what makes them feel range of emotions.    Develop understanding of how someone else might feel in given scenarios.    Begin to understand actions/consequences.  Understand ‘respectful’ and identify respectful behaviours.  Can explain why personal information should be kept private | Can listen to others effectively.    Able to respond to compliments appropriately.    Develop understanding of different points of view.    Evaluate positives of working on group tasks.    Recognise some physical/emotional changes in their body associated with feeling angry.    Understand the term ‘overwhelmed’ and why people might feel like this.    Demonstrate some understanding of problem-solving in calm ways.    Show empathy to others to help with reducing conflict.    **Relationships Education:**  Can communicate who their friends are and how people might develop a friendship.    Identify what makes a good friend and able to explain some key terms associated.    Explain how to be welcoming towards others.    Understand terms ‘lonely’ and ‘excluded’.    Identify some ways to work through friendship issues.    Understand what a stranger is and also a ‘safe stranger’.    Able to communicate with trusted adults/  friends if they are unhappy or uncomfortable.    Develop understanding of British Values such as ‘respect’ and ‘tolerance of those with different faiths and beliefs’.    Demonstrate courtesy and manners towards others.    Identify acts which are kind and/or respectful.    Explain what bullying is, develop understanding of different forms of bullying and importance of speaking out about unkindness/bullying behaviour.    Understand what is meant by giving permission/consent.    Can use the internet safely and responsibly with support.    Begin to understand appropriate online behaviour.  Begin to understand potential online risks and how to get support with these.    Develop understanding of ‘boundaries’ and identify these in relation to friendships.  Able to name trusted adults/sources of support who can help with problems or worries.    **Health Education:**  Understand variety of emotions and how people might look/feel/behave when feeling certain emotions.    Able to communicate what makes them feel range of emotions.    Develop understanding of how someone else might feel in given scenarios.    Explain how they are feeling and identify appropriate/not appropriate behaviours and choices.    Begin to understand actions/consequences.    Understand ‘respectful’ and identify respectful behaviours.    Can explain why personal information should be kept private. | Demonstrate and explain friendly actions/behaviours.    Can listen to others effectively.    Develop understanding of different points of view.    Understand roles working in a group and can explain how they contributed.    Understand the term ‘trigger’ and recognise physical/emotional changes in their body associated with feeling angry.    Understand the term ‘overwhelmed’ and identify ways of calming down.    Demonstrate understanding of problem-solving in calm ways.    **Relationships Education:**  Can communicate who their friends are and how people might develop a friendship.    Identify what makes a good friend and able to explain some key terms associated.    Explain how to be welcoming towards others.    Understand terms ‘lonely’ and ‘excluded’.    Identify some ways to work through friendship issues.    Understand what a stranger is and also a ‘safe stranger’.    Able to communicate with trusted adults/friends if they are unhappy or uncomfortable.    Develop understanding of British Values such as ‘respect’ and ‘tolerance of those with different faiths and beliefs’.  Suggest ways to improve friendships.    Demonstrate courtesy and manners towards others.    Identify acts which are kind and/or respectful.    Explain what bullying is, develop understanding of different forms of bullying and importance of speaking out about unkindness/bullying behaviour.    Understand what is meant by giving permission/consent.    Can use the internet safely and responsibly with support.    Begin to understand appropriate online behaviour.    Begin to understand potential online risks and how to get support with these.    Develop understanding of ‘boundaries’ and identify these in relation to friendships.    Able to name trusted adults/sources of support who can help with problems or worries.    **Health Education:**  Understand variety of emotions and how people might look/feel/behave when feeling certain emotions.    Able to communicate what makes them feel range of emotions.    Develop understanding of how someone else might feel in given scenarios.    Explain how they are feeling and identify appropriate/not appropriate behaviours and choices.    Begin to understand actions/consequences.    Understand ‘respectful’ and identify respectful behaviours.    Can explain why personal information should be kept private. | Can listen to others effectively and take turns in games/tasks/  conversations.    Able to understand and explain someone else’s point of view.    Understand the term ‘collaborate’ and explain how a group has worked together.    Understand the term ‘overwhelmed’ in relation to anger.    Identify ways of calming down when angry and ways to reduce feeling overwhelmed.    Develop understanding of ‘compromise’ and how doing this can help to reduce conflict with friendships.    **Relationships Education:**  Can communicate who their friends are and how people might develop a friendship.    Identify what makes a good friend and able to explain some key terms associated.    Explain how to be welcoming towards others.    Understand terms ‘lonely’ and ‘excluded’.    Identify some ways to work through friendship issues.    Understand what a stranger is and also a ‘safe stranger’.    Able to communicate with trusted adults/friends if they are unhappy or uncomfortable.    Develop understanding of British Values such as ‘respect’ and ‘tolerance of those with different faiths and beliefs’.    Suggest ways to improve friendships.    Demonstrate courtesy and manners towards others.    Identify acts which are kind and/or respectful.    Explain what bullying is, develop understanding of different forms of bullying and importance of speaking out about unkindness/bullying behaviour.    Understand the term ‘stereotype’ and the impact these can have on individuals or groups of people.    Understand what is meant by giving permission/consent.    Can use the internet safely and responsibly with support.    Begin to understand appropriate online behaviour.    Begin to understand potential online risks and how to get support with these.    Develop understanding of ‘boundaries’ and identify these in relation to friendships.    Able to name trusted adults/sources of support who can help with problems or worries.    **Health Education:**  Understand variety of emotions and how people might look/feel/behave when feeling certain emotions.    Able to communicate what makes them feel range of emotions.    Develop understanding of how someone else might feel in given scenarios.    Explain how they are feeling and identify appropriate/not appropriate behaviours and choices.    Demonstrate understanding of actions/consequences.    Understand ‘respectful’ and identify respectful behaviours.    Can explain why personal information should be kept private. | Understand how differences can be a barrier.    Explain the term ’perspective‘ and view a range of situations from someone else’s point of view.    Identify qualities of a good leader and explain why.    Express own thoughts and opinions appropriately, giving reasons for these and communicate effectively with others.    Identify their personal anger triggers and how they respond to these.    Explain and demonstrate understanding of calming down strategies and why these are important.     Understand consequences and able to explain ‘good’ choices, including why these are appropriate.    Take responsibility for own actions/choices/  behaviours.    Think situations through before making decisions.    Can communicate about conflict calmly, trying appropriate strategies to reduce conflict and focusing on comments/actions rather than individuals directly.  **Relationships Education:**  Can communicate who their friends are and how people might develop a friendship.    Identify what makes a good friend and able to explain some key terms associated.    Explain how to be welcoming towards others.    Understand terms ‘lonely’ and ‘excluded’.    Identify ways to work through friendship issues by communicating and empathising.    Understand how to manage challenging situations and when to seek advice from others e.g. when feeling uncomfortable.    Able to communicate with trusted adults/friends if they are unhappy or uncomfortable.    Develop understanding of British Values such as ‘respect’ and ‘tolerance of those with different faiths and beliefs’.    Suggest ways to improve friendships.  Demonstrate courtesy and manners towards others.    Identify acts which are kind and/or respectful.    Explain what bullying is, demonstrate understanding of different forms of bullying and importance of speaking out about unkindness/bullying behaviour.    Understand the term ‘stereotype’ and the impact these can have on individuals or groups of people.    Understand what is meant by giving permission/consent.    Can use the internet safely and responsibly with support.    Begin to understand appropriate online behaviour.    Begin to understand potential online risks and how to get support with these.    Develop understanding of ‘boundaries’ and identify these in relation to friendships.    Able to name trusted adults/sources of support who can help with problems or worries.    **Health Education:**  Understand variety of emotions and how people might look/feel/behave when feeling certain emotions.    Able to communicate what makes them feel range of emotions.  Develop understanding of how someone else might feel in given scenarios.  Explain how they are feeling and identify appropriate/not appropriate behaviours and choices.    Demonstrate understanding of actions/consequences.    Understand ‘respectful’ and identify respectful behaviours.    Can explain why personal information should be kept private and possible consequences of not doing so. | Understand social conventions around friendships and how to have healthy friendships.    Understand the term ‘judgement’ and the effect which assumptions/  judgements can have on others.    Identify how they or others would feel if excluded or treated badly for being different.    Express own thoughts/opinions appropriately and listening to and considering the views of others.    Identify their personal anger triggers and how they respond to these.    Explain and demonstrate understanding of a variety of calming down strategies and why these are important.    Understand consequences and impact that their choices/actions have on others.    Take responsibility for own actions/  choices/behaviours.  Think situations through before making decisions.    Support others with resolving conflict through calm communication and problem-solving.    Communicate using appropriate language to prevent situations involving conflict from escalating.    **Relationships Education:**  Can communicate who their friends are and how people might develop a friendship.    Identify what makes a good friend and able to explain some key terms associated.    Understand terms ‘lonely’ , ‘excluded’.  Identify ways to work through friendship issues by communicating and empathising.  Understand how to manage challenging situations and when to seek advice from others e.g. feeling uncomfortable.    Able to communicate with trusted adults/  friends if they are unhappy or uncomfortable.    Develop understanding of British Values such as ‘respect’ and ‘tolerance of those with different faiths and beliefs’.  Suggest ways to improve friendships.  Demonstrate courtesy and manners towards others.    Identify acts which are kind and/or respectful.   Explain what bullying is, demonstrate understanding of different forms of bullying and importance of speaking out about unkindness/bullying behaviour.    Understand the term ‘stereotype’ and the impact these can have on individuals or groups of people.    Understand what is meant by giving permission/consent.  Can use the internet safely and responsibly with support.    Understand appropriate online behaviour.    Understand potential online risks and how to get support with these.    Develop understanding of ‘boundaries’ and identify these in relation to friendships.    Able to name trusted adults/  sources of support who can help with problems or worries.    **Health Education:**  Understand variety of emotions and how people might look/feel/behave when feeling certain emotions.    Able to communicate what makes them feel range of emotions.    Develop understanding of how someone else might feel in given scenarios.  Explain how they are feeling and identify appropriate/not appropriate behaviours and choices.    Demonstrate understanding of actions and consequences.    Understand ‘respectful’ and identify respectful behaviours.    Can explain why personal information should be kept private and possible consequences of not doing so. |
| **Say No to Bullying** | | | | | | | |
| **Knowledge** |  | I can begin to tell you what bullying is.    I can tell you some ways in which I am the same as and different from my friends.    I can be kind to children who might have been bullied.    I know what makes me feel sad.    I know some people I could talk to if I was feeling unhappy.    I can begin to tell you what I could do if I am being bullied.  **Relationships Education (statutory):**  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.    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, if needed.    The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.    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.  **Health Education (statutory):**   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).    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.    Where and how to report concerns and get support with issues online. | I can tell you what bullying is.    I am proud of the ways in which I am different.    I can tell you how someone who is being bullied feels and can be kind to them.    I know that when you feel sad, it affects the way you behave and how you think.    I know some people in and out of school who I could talk to if I was feeling sad or being bullied.    I know what to do if I am bullied.  **Relationships Education (statutory):**  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 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, if needed.    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.    The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.    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.  **Health Education (statutory):**  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).    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.    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.    Where and how to report concerns and get support with issues online. | I know what it means to be a witness to bullying.  I can understand how it might feel to be a target of, bullying.  I can tell you why witnesses sometimes join in with bullying or don’t tell.  I can tell you a way to help make someone who is being bullied feel better.  I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but am not sure.  **Relationships Education (statutory):**  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 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, if needed.    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.    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.  **Health Education (statutory):**    That bullying (including cyberbullying) has a negative and often lasting impact on mental 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.    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.    Where and how to report concerns and get support with issues online. | I know that witnesses can make the situation better or worse by what they do.  I can explain how it might feel to be a witness to, and a target of, bullying.  I can explain what an ‘active bystander’ is.  I can tell you more ways of helping to make someone who is being bullied feel better.  I can problem-solve a bullying situation with others.  I know which staff to speak to in school if I have any worries about bullying.  **Relationships Education (statutory):**    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 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, if needed.    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.    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 rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.    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.  **Health Education (statutory):**  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).    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.    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.    Where and how to report concerns and get support with issues online. | I understand how rumour-spreading and name-calling can be bullying behaviours.    I can give examples of direct and indirect types of bullying.    I know some of the reasons why people use bullying behaviours.    I know some ways to encourage children who use bullying behaviours to make other choices.    I can tell you some strategies which I have for managing my feelings in bullying situations.  **Relationships Education (statutory):**  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 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, if needed.    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.    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 rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.    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.    **Health Education (statutory):**  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).    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.    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.    Where and how to report concerns and get support with issues online. | I understand how rumour-spreading and name-calling can be bullying behaviours, and how this can make other people feel.    I can explain the difference between direct and indirect types of bullying.    I can explain some of the ways in which one person (or group of people) can have power over another.    I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.  **Relationships Education (statutory):**   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 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, if needed.    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.    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 rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.    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.    **Health Education (statutory):**   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).    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.    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.    Where and how to report concerns and get support with issues online. |
| **Skills** |  | Start to understand that bullying is repeated, unkind behaviour.    Can begin to explain the terms ‘same’ and ‘different’.    Able to demonstrate kindness through words or actions.    Understanding of sadness.    Can name some  friends/trusted adults they could speak to about their feelings and/or being bullied.  **Relationships Education:**  Understanding of different family set-ups, diversity and British Values.    Ability to make safe judgements.    Begin to identify unhappy friendship situations.    Can speak out and ask for help.    Awareness of online safety.    Understanding of own feelings and what to do if something isn’t right.    Develop communication of age-appropriate vocabulary to express feelings and worries.  **Health Education:**  Can try to seek help from trusted adults for themselves or a friend.  Begin to understand actions/  consequences.    Understand ‘respectful’ and identify some respectful behaviours with support.    Can talk to trusted adults about online concerns. | Understanding that bullying is repeated, unkind behaviour.    Understanding of ‘proud’ and can explain how they are different from someone else.    Able to demonstrate kindness through words or actions.    Some understanding of how they might think/behave when feeling sad.    Can name some  friends/trusted adults they could speak to about their feelings and/or being bullied.  **Relationships Education:**  Understanding of different family set-ups, diversity and British Values.    Awareness that friendships aren’t always the same.  Identify safe ways to fix disagreements.    Ability to make safe judgements.  Begin to identify unhappy friendship situations.    Understanding of different family set-ups, diversity and British Values.    Awareness of online safety.    Understanding of own feelings and what to do if something isn’t right.    Can speak out and ask for help.    Develop communication of age-appropriate vocabulary to express feelings and worries.  **Health Education:**  Can try to seek help from trusted adults for themselves or a friend.    Begin to understand actions/consequences  Understand ‘respectful’ and identify some respectful behaviours with support.    Awareness of online dangers and can explain how people might feel.    Can talk to trusted adults about online concerns. | Understanding of the terms ‘witness’ and ‘target’.  Some understanding of the role of a witness in a bullying situation.    Aware of some ways to help and support someone who is being bullied.  Develop confidence in reporting issues.  **Relationships Education:**  Understanding of different family set-ups, diversity and British Values.    Awareness that friendships aren’t always the same.  Identify safe ways to fix disagreements.    Ability to make safe judgements.  Identify unhappy friendship situations and how they could change this.  Understanding of different family set-ups, diversity and British Values.    Understanding of own feelings and what to do if something isn’t right.    Can speak out and ask for help.    Develop communication of age-appropriate vocabulary to express feelings and worries.  **Health Education:**  Understand the impact that different forms of bullying can have.    Understand actions/consequences.    Understand ‘respectful’ and identify some respectful behaviours with support.    Awareness of online dangers and can explain how people might feel.    Can talk to trusted adults about online concerns. | Ability to explain key terms including ‘witness’ and ‘target’ and develop empathy towards individuals in these situations.    Can use and understand terms relevant to topic such as ‘active bystander’.    More detailed understanding of some ways to help and support someone who is being bullied.    Ability to problem-solve using support/  ideas from peers.    Communicate their feelings/worries with trusted adults.  **Relationships Education:**  Understanding of different family set-ups, diversity and British Values.    Awareness that friendships aren’t always the same.  Identify safe ways to fix disagreements.    Ability to make safe judgements.  Identify unhappy friendship situations and how they could change this.    Understanding of different family set-ups, diversity and British Values.  Understanding of different types of bullying behaviours and able to empathise with how someone in that position would feel.  Awareness of role in a bullying situation.  Make own choices/judgements.    Understanding of own feelings and what to do if something isn’t right.    Can speak out and ask for help.  Develop resilience and perseverance.  Develop communication of age-appropriate vocabulary to express feelings and worries.  **Health Education:**  Understand the impact that different forms of bullying can have.    Explain how actions have consequences and give examples.    Understands importance of well-being and how this may be impacted.    Develop appropriate online behaviour.    Understand ‘respectful’ and identify some respectful behaviours with support.    Awareness of online dangers and can explain how people might feel.    Can talk to trusted adults about online concerns. | Identify bullying behaviours and explain reasoning.    Deeper understanding of empathy about how spreading rumours/name-calling can affect individuals.    Understanding of the difference between direct/indirect.    Have a positive influence on the choices of others.    Ability to explain various strategies to manage feelings.  **Relationships Education:**  Understanding of different family set-ups, diversity and British Values.    Awareness that friendships aren’t always the same.  Identify safe ways to fix disagreements.    Ability to make safe judgements.  Identify unhappy friendship situations and how they could change this.    Understanding of different family set-ups, diversity and British Values.    Understanding of different types of bullying behaviours and able to empathise with how someone in that position would feel.  Awareness of their role in a bullying situation.  Make own choices/judgements.    Understanding of own feelings and what to do if something isn’t right.    Can speak out and ask for help.    Develop resilience and perseverance.    Develop communication of age-appropriate vocabulary to express feelings and worries.  **Health Education:**  Understand the impact that different forms of bullying can have.    Explain how actions have consequences and give examples.    Understands importance of well-being and how this may be impacted.    Develop appropriate online behaviour.    Understand ‘respectful’ and identify some respectful behaviours with support.    Awareness of online dangers and can explain how people might feel.    Can talk to trusted adults about online concerns. | Identify bullying behaviours and explain reasoning.    Can see things from someone else’s point of view and understand their feelings.    Detailed understanding of empathy about how spreading rumours/name-calling can affect individuals and can empathise with others.    Understanding of the difference between direct/indirect.    Awareness and understanding of power imbalance.    Confidently communicate strategies to manage strong feelings and develop problem-solving abilities.  **Relationships Education:**  Understanding of different family set-ups, diversity and British Values.    Awareness that friendships aren’t always the same.  Identify healthy, appropriate ways to fix disagreements.    Ability to make safe and responsible judgements.  Identify unhappy friendship situations and how they could change this.    Understanding of different family set-ups, diversity and British Values.    Understanding of different types of bullying behaviours and able to empathise with how someone in that position would feel.  Awareness of their role in a bullying situation.    Make own choices/judgements and understand the effects of stereotypes.    Understanding of own feelings and what to do if something isn’t right.    Can speak out and ask for help.    Develop resilience and perseverance.    Develop communication of age-appropriate vocabulary to express feelings and worries.  **Health Education:**  Understand the impact that different forms of bullying can have.    Explain how actions have consequences and give examples.    Understands importance of well-being and how this may be impacted.    Develop appropriate online behaviour.    Understand ‘respectful’ and identify some respectful behaviours with support.    Awareness of online dangers and can explain how people might feel.    Can talk to trusted adults about online concerns. |
| **Going For Goals** | | | | | | | |
| **Knowledge** |  | I know we learn in different ways.    I can say what I want to happen when there is a problem (set a goal).    I can choose a realistic goal.    I can resist distractions.    I can recognise when I am becoming bored or frustrated.    I can think of an idea or solution to a problem.    I can choose between my ideas.    I can tell you what I have learned.    I can tell you why things have been successful.    I can tell you what has gone wrong with a plan and why.  **Relationships Education (statutory):**   N/A in this unit    **Health Education (statutory):**  N/A in this unit | I can tell you some of my strengths as a learner.    I can predict and understand the consequences of reaching my goal.    I can break a goal down into small steps.    I can work towards a reward or for the satisfaction of finishing a task.    I know some ways to overcome boredom and frustration.    I can think of lots of ideas or solutions to problems.    I can predict and understand the consequences of my solutions or ideas.    I can choose between my ideas and give reasons.    I can learn from my successes.    I can tell you what I might do differently to learn more effectively.    I can talk about the bits that went well and the bits that I need to change if I used my plan again.  **Relationships Education (statutory):**   N/A in this unit    **Health Education (statutory):**  N/A in this unit | I can tell you about myself as a learner.    I know what I need to learn effectively.    I know how my feelings can influence my learning.    I can foresee obstacles when I am setting goals.    I can set success criteria so that I will know whether or not I have reached my goal.    I know how others can help me to achieve my goals, and how I can help others.    I can recognise when I find learning difficult and persevere when I need to.    I know when to keep trying and when to try something else.    I can identify some barriers to my learning.    I can identify advantages and disadvantages of the solutions or goals I set myself.    I can tell you how I am going to apply what I have learned.    I can recognise when I have reached my goal or been successful with my learning.  **Relationships Education (statutory):**  The importance of self-respect and how this links to their own happiness.    **Health Education (statutory):**   N/A in this unit | I can use my strengths as a learner.    I know that I am responsible for my own learning and behaviour.    I can foresee obstacles and plan to overcome them when I am setting goals.    I can break down a goal into a number of steps and wait for the result.    I can manage frustration by using a number of strategies.    I can tell you how I keep going even when the task is difficult or boring.    I can think of ways to overcome my barriers to learning.    I can understand that some thoughts help me reach my goal and some are a barrier.    I can predict the consequences of my actions/solutions or goals for myself, individuals or groups.    I can make a choice about what to do based upon my predictions of the likely consequences.    I am able to take responsibility for my actions and learning when the outcomes are positive/  negative.  **Relationships Education (statutory):**   The importance of self-respect and how this links to their own happiness.    **Health Education (statutory):**   N/A in this unit | I know some of the skills and attributes to be an effective learner.    I know what some of the people in my class like or admire about me.    I can recognise and celebrate my own achievements.    I can set myself a goal or challenge.    I know that it is up to me to get things done by taking the first step.    I know that if at first I don’t succeed it is worth trying again.    I can consider the consequences of possible solutions or reaching my goal for myself.    I can apply what I have learned.    I can tell you what I need to learn next.  **Relationships Education (statutory):**  Practical steps they can take in a range of different contexts to improve or support respectful relationships.  The importance of self-respect and how this links to their own happiness.  **Health Education (statutory):**   N/A in this unit | I know skills and attributes to be an effective learner and I can try to develop these.    I can recognise when I am using an excuse instead of finding a way around a problem.    I can set myself more than one goal or challenge.    I can make a personal or learning long-term plan and break it down into achievable goals.    I can try again even when I have been unsuccessful.    I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour.    I can consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups.    I can apply what I have learned.    I can tell you what I need to learn next.    I can be a critical friend to others and myself.  **Relationships Education (statutory):**  Practical steps they can take in a range of different contexts to improve or support respectful relationships.  The importance of self-respect and how this links to own happiness.  **Health Education (statutory):**   N/A in this unit |
| **Skills** |  | Develop understanding of problem-solving.    Awareness of how to achieve/make things happen.    Ability to focus on tasks.    Understanding of own emotions.    Decision-making.    Ability to recall and reflect on learning.    Develop evaluative skills at age-appropriate level. | Recognise and communicate own strengths.    Able to think things through.    Understanding it takes time to work towards things.    Awareness of how to achieve/make things happen.    Ability to focus on tasks.    Understanding of own emotions and how to deal with these.    Develop understanding of problem-solving.    Decision-making.    Ability to recall and reflect on learning.    Develop evaluative skills at age-appropriate level.    Recognise changes or improvements can be made. | Recognise and communicate own strengths.    Able to think things through.    Understanding of own emotions and how to deal with these.    Awareness of how things might not work out at first.    Ability to break goals down into manageable steps.    Collaborative skills and asking for help when needed.    Understanding and developing perseverance and resilience.     Problem-solving and decision-making.    Ability to recall and reflect on learning.    Evaluative skills and ability to use these in real life situations.    Communication of successes and developing pride in themselves for achieving goals.  **Relationships Education:**  Understanding of self-respect and links between this and well-being. | Recognise own strengths and can apply these to real life.    Understanding of their responsibilities in and out of school.    Awareness of how things might not work out at first and ways to cope with this (resilience).    Ability to think systematically to break goals down.    Understanding of own emotions and variety of ways to deal with these in healthy ways.    Understanding and developing perseverance and resilience.    Critical thinking skills and asking for help when needed.    Positive thinking and difference between fixed/growth mindset.    Problem-solving skills.    Thinking things through and letting this inform decision-making.    Ability to recall and reflect on learning in a range of situations.    Evaluative skills and ability to use these in real life situations.  **Relationships Education:**  Understanding of self-respect and links between this and well-being. | Awareness of positive attributes to support them now and in later life.    Recognise their positive qualities through the eyes of another.    Feeling proud of themselves for successes.    Independently set themselves realistic and ambitious goals (short term and long term).    Understanding of their responsibilities and thinking systematically.      Demonstrate perseverance and resilience.    Critical thinking skills and asking for help when needed.    Thinking things through and letting this inform decision-making.    Reflect on learning; identify next steps for further development.    Evaluative skills and ability to use these in real life situations.  **Relationships Education:**  Can apply strategies independently.  Understanding of self-respect and links between this and well-being. | Awareness of positive attributes to support them now and in later life.    Critical thinking and problem-solving skills.    Developing ambition with multiple goals/aspirations.    Independently set themselves realistic and ambitious goals (short term and long term) and planning these systematically.    Demonstrate perseverance and resilience.    Ability to reflect on behavioural choices and whether any changes needed.  Working collaboratively to achieve goals and support others.  Understanding of how to set and achieve goals in later life.    Evaluative skills and ability to use in real life situations.    Reflect on learning; identify next steps for development.    Critical thinking skills and giving constructive feedback to others.  **Relationships Education:**  Can apply strategies independently.  Understanding of self-respect and links between this and well-being. |
| **Good to Be Me** | | | | | | | |
| **Knowledge** |  | I can tell you about my gifts and talents.  I can tell you what I have learnt.  I can tell you the things that I am good at and those that I find more difficult.  I know more names for feelings than I did before.  I can tell when I am feeling worried.  I can tell when I am feeling proud and I can tell you something that makes me feel proud.  I know what it feels like to be relaxed.  I can show or tell you what relaxed means.  I can tell you what places help me to relax.  I know how to stand up for myself.  I can think about how to change my behaviour.  I can begin to use the problem-solving process.  **Relationships Education (statutory):**  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.  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, if needed.    **Health Education (statutory):**  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.  The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. | I can tell you something that makes me feel proud.  I know when I learn best.  I can tell when I am being impulsive and when I am thinking things through.  I can tell when a feeling is weak and when it is strong.  I can use more words to express my feelings.  I can tell when I am feeling worried or anxious and can tell you some things that make me feel this.  I can help another person feel proud.  I can be still and quiet and relax my body.  I know what makes me feel relaxed and what makes me feel stressed.  I can explain some things that help me stop worrying.  I can change my behaviour if I stop and think about what I am doing.  I can tell when it is right to stand up for myself.  **Relationships Education (statutory):**  How important friendships are in making us feel happy and secure, and how people choose and make friends.  That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  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, if needed.  **Health Education (statutory):**  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.  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. | I know about myself and how I learn.  I can tell you the things I am good at.  I can tell you what feeling surprised is like.  I can explain what hopeful and disappointed mean.  I know why it is sometimes important to stop and think when we feel angry or stressed.  I know that most people have worries.  I can tell when I should share a worry.  I can recognise when I am beginning to get upset or angry and have some ways to calm down.  I can choose when to show my feelings and when to hide them.  I can tell when it is good to relax.  I know how to be assertive.  **Relationships Education (statutory):**  How important friendships are in making us feel happy and secure, and how people choose and make friends.  That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  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, if needed.  The importance of self-respect and how this links to their own happiness.  **Health Education (statutory):**  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.  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.  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. | I can extend my learning.  I can recognise when I find something difficult and do something about it or cope with how that makes me feel.  I can tell you whether I like surprises or I like things to stay the same.  I understand why we sometimes fight or run away when we feel threatened.  I can stop and think before I act.  I can think about my worries and decide what I might do about them.  I can use strategies to help me cope with feelings of disappointment or feelings of hopelessness.  I can tell if I have hidden my feelings.  I can relax when I want to.  I can choose to act assertively.  I can express myself assertively in a variety of ways.  **Relationships Education (statutory):**  How important friendships are in making us feel happy and secure, and how people choose and make friends.  That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  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, if needed.  The importance of self-respect and how this links to their own happiness.  **Health Education (statutory):**  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.  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.  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. | I accept myself for who and what I am.  I can tell the difference between showing I am proud and boasting.  I can explain how I am feeling even if I have mixed feelings.  I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings.  I can use some strategies to help me when I feel useless or inadequate.  I can feel positive even when things are going wrong.  I can recognise when I am feeling worried and I know how to do something about my worry.  I know when and how to stop and think before I act.  I can cope when someone disagrees with me.  I can stand up for what I think after listening to others and making my own choice.  **Relationships Education (statutory):**  How important friendships are in making us feel happy and secure, and how people choose and make friends.  That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  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, if needed.  The importance of self-respect and how this links to their own happiness.  **Health Education (statutory):**  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.  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.  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. | I accept others for who and what they are.  I know that boasting can make other people feel inadequate or useless.  I understand that sometimes the feeling part of my brain takes over and I might make mistakes.  I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming-down strategy.  I know that if I have once been overwhelmed by my feelings I might easily ‘lose it’ again another time.  I can avoid situations that are likely to hurt my feelings or make me angry.  I can disagree with someone without falling out.  I understand that the majority view is not always right.  I can behave in an assertive way using appropriate body language and tone of voice.  I can make a judgement about whether to take a risk.  **Relationships Education (statutory):**  How important friendships are in making us feel happy and secure, and how people choose and make friends.  That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  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, if needed.  The importance of self-respect and how this links to their own happiness.  **Health Education (statutory):**  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.  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.  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. |
| **Skills** |  | Able to identify strengths and positives about themselves.    Can retain and reflect on learning.    Identify areas where they might need more support.    Development of emotions vocabulary.    Recognises some emotions in their body.    Developing a sense of pride.    Some understanding of relaxation and what this involves.    Understand importance of speaking out.    Consider behavioural choices and impact of these.    Some understanding of problem-solving.  **Relationships Education:**  Some understanding of social skills with making and maintaining friendships.    Identify qualities of a good friend.    Begin to identify unhappy friendship situations.    Consider the feelings of others.    Can speak out and ask for help.  Understanding of own feelings and what to do if something isn’t right.  **Health Education:**  Develop communication of age-appropriate vocabulary to express feelings and worries.    Some understanding of how to look after physical health as part of well-being. | Developing a sense of pride.    Can reflect on how they learn best.    Trying to think things through before making choices.    Understanding that feelings can have different severities and some are stronger than others.    Development of emotions vocabulary.    Recognises what worry feels like in their body.  Supporting and encouraging others.    Understanding of relaxation and how this can help.    Can identify some of their triggers for stress.    Some knowledge of strategies to support with worry management.    Consider behavioural choices and impact of these.    Understand importance of speaking out.  **Relationships Education:**  Some understanding of social skills with making and maintaining friendships.    Identify qualities of a good friend.    Identify unhappy friendship situations.    Consider the feelings of others.    Can speak out and ask for help.    Understanding of own feelings and what to do if something isn’t right.  **Health Education:**  Develop communication of age-appropriate vocabulary to express feelings and worries.    Some understanding of how to look after physical health as part of well-being.    Awareness of self-care techniques and why this is important for well-being. | Being self-reflective on how they learn best.    Awareness of their strengths and skills.    Understanding of more complex emotions and able to explain these.    Development of emotions vocabulary.    Recognise importance of thinking things through when emotional.    Understanding that worry is a normal emotion and awareness of ways to manage worries, including talking to others they trust.    Knowledge of calming down strategies and able to put these into practice.    Can identify when relaxation is beneficial.    Develop understanding of what assertive responses involve.  **Relationships Education:**  Understanding of social skills with making and maintaining friendships.    Identify qualities of a good friend and unhappy friendship situations.    Understanding of ‘excluded’ and develop empathy for others who may be feeling this way.    Being considerate of the feelings of others.    Can speak out and ask for help.    Understanding how respecting themselves can support with well-being.    **Health Education:**  Develop communication of age-appropriate vocabulary to express feelings and worries.    Understanding of how to look after physical health as part of well-being.    Awareness of self-care techniques and why this is important for well-being.    Develop understanding of the negative effects of online technology.    Awareness of how online technology can impact individuals in positive and negative ways. | Being ambitious to challenge themselves further with their learning.    Awareness of their weaknesses and feelings around this.    Identify how the body can response to uncomfortable situations.    Recognise importance of thinking things through before making a choice – able to consider consequences.    Understanding of worry management strategies and how to implement these.    Putting strategies learned into practice.    Recognise when their feelings have been shared with others or hidden, and why.    Making positive choices to relax when this will be useful.    Able to make positive decisions to show assertiveness rather than passive or aggressive responses.    **Relationships Education:**  Understanding of social skills with making and maintaining friendships.    Identify qualities of a good friend and unhappy friendship situations.    Understanding of ‘excluded’ and develop empathy for others who may be feeling this way.    Being considerate of the feelings of others.    Can speak out and ask for help.    Understanding how respecting themselves can support with well-being.    **Health Education:**  Develop communication of age-appropriate vocabulary to express feelings and worries.    Understanding of how to look after physical health and can explain how this links to well-being.    Awareness of self-care techniques and why this is important for well-being.    Develop understanding of the negative effects of online technology.    Awareness of how online technology can impact individuals in positive and negative ways. | Understands importance of self-acceptance and celebrating everyone’s differences.    Understanding of boastful behaviour and effect this can have.    Awareness of a wide range of emotions and able to consistently identify how they are feeling using more complex vocabulary.    Understand severity of different emotions.    Identify triggers for feeling overwhelmed and how to manage this.    Able to put learned strategies into practice.    Knowledge of growth mindset and importance of positive thinking.    Understanding of worry management strategies and how to implement these.    Recognise importance of thinking things through before making a choice – able to consider consequences.    Respecting views of others and understanding people have their own ideas & opinions – linked with British Values.    Can make positive decisions in assertive ways (rather than passive or aggressive responses). Understanding everyone has a choice.  **Relationships Education:**  Understanding of social skills with making and maintaining friendships.    Identify qualities of a good friend and unhappy friendship situations.    Understanding of ‘excluded’ and actively demonstrate empathy for others who may be feeling this way.    Showing consideration for the feelings of others.    Can speak out and ask for help.    Make decisions about healthy and unhealthy friendships.  Understanding how respecting themselves supports well-being.    **Health Education:**  Develop communication of age-appropriate vocabulary to express feelings and worries.    Understanding of how to look after physical health and can explain how this links to well-being.    Detailed understanding of self-care techniques and why these are important for well-being.    Secure understanding of the negative effects of online technology.    Awareness of how online technology can impact individuals in positive and negative ways.    Able to be responsible for their online usage and decision-making. | Respects the choices and views of others. Understands importance of celebrating everyone’s differences.    Understanding of boastful behaviour and effect this can have.    Awareness of a wide range of emotions and able to consistently identify how they are feeling using more complex vocabulary.    Accepting of the fact that everyone makes mistakes.    Identify triggers for feeling overwhelmed and can implement strategies to manage this effectively.    Ability to consider how situations can turn out and make sensible choices to support with this.    Respecting views of others and understanding people have their own ideas & opinions – linked with British Values.    Able to have amicable conversations when different views involved.    Makes own opinions rather than following majority.    Demonstrates assertive responses through communication and body language.    Develop good sense of judgement around risk-taking.  **Relationships Education:**  Understanding of social skills with making and maintaining friendships.    Identify qualities of healthy and unhealthy friendships in their life.    Understanding of ‘excluded’ and actively demonstrate empathy for others who may be feeling this way.    Showing consideration for feelings of others.    Can speak out and ask for help.    Able to manage conflict effectively.    Understanding how respecting themselves supports well-being.    **Health Education:**  Develop communication of age-appropriate vocabulary to express feelings and worries.    Able to clearly identify feelings of others.    Understanding of how to look after physical health and can explain positive effect this can have on mental health.    Detailed understanding of self-care techniques and why these are important for well-being.    Make decisions on when self-care is needed for themselves.    Secure understanding of the negative effects of online technology.    Awareness of how online technology can impact individuals in positive and negative ways.    Able to be responsible for their online usage and decision-making. |
| **Relationships and Changes** | | | | | | | |
| **Knowledge** |  | I know the people who are important to me.  I can tell when I feel cared for.  I can tell when I feel jealous.  I can tell you how I feel when I lose someone or something I care about.  I can think of ways to make me feel better when I feel hurt.  I can share people I care about.  I understand that if someone leaves me they might still love me.  *I can tell you some things about me that have changed and some things that will not change.*  *I know that some changes are natural and happen ‘by themselves’.*  *I know what it means when something is or isn’t your fault.*  *I can tell you about a plan I have made to change something about my behaviour.*  *I can make some changes quickly and easily.*  *I know that I make my own choices about my behaviour.*  **Relationships Education (statutory):**  That families are important for children growing up because they can give love, security and stability.  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.  How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  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, if needed.  The importance of permission-seeking and giving in relationships with friends, peers and adults.  How to recognise and report feelings of being unsafe or feeling bad about any adult.  **Health Education (statutory):**  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). | I can tell when I love or care for someone.  I can tell you something that has made me jealous.  I understand that being unkind and hurting someone doesn’t make me feel better.  I can feel proud on behalf of my friends when they have done something well.  I can make myself feel better without hurting others.  I can talk about my feelings when I feel alone or when I have to share someone or something that is important to me.  I understand that people have to make hard choices and sometimes they have no choice.  *I can tell you how I might change in the future.*  *I know different ways that help me to learn to do things.*  *I can tell you what a habit is and know that it is hard to change one.*  *I can think about and plan to overcome obstacles.*  *I can tell you about changes that I can make happen.*  *I know that to make some changes is hard and takes a long time.*  **Relationships Education (statutory):**  That families are important for children growing up because they can give love, security and stability.  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.  How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  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, if needed.  How to recognise and report feelings of being unsafe or feeling bad about any adult.  **Health Education (statutory):**  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).  How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. | I can tell when something is/is not my fault.  I can tell you the things that hurt my feelings and can understand how I might hurt others.  I can express feelings of guilt.  I can tell you how I can make someone who is important to me happy.  I can tell you how I feel about the important people or animals in my life.  I can tell you about someone I no longer see and I understand that we can remember people even if we no longer see them.  I know how to make a good choice.  *I know that everybody goes through many different sorts of changes all the time.*  *I can tell you about some of the things that have changed in my life and how I feel about them.*  *I know that even changes we want to happen can sometimes feel uncomfortable.*  *I know some of the reasons that change can feel uncomfortable and scary.*  *I know some ways of dealing with the feelings that sometimes arise from changes.*  **Relationships Education (statutory):**  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 and 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.  How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  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, if needed.  Practical steps they can take in a range of different contexts to improve or support respectful relationships.  The importance of permission-seeking and giving in relationships with friends, peers and adults.  How to recognise and report feelings of being unsafe or feeling bad about any adult.  **Health Education (statutory):**  How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  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). | I can take responsibility for my behaviour/choices.  I can say when I might feel guilty, know when I will feel guilty and use this when I make a choice.  I know some things to do when I feel guilty.  I can tell when I feel ashamed about something and know when to tell somebody about this.  I know how most people feel when they lose something or someone they love.  I can tell you some ways to make amends if I have done something cruel or unkind.  I know some ways to celebrate someone’s life.  *I know change can be really good and can tell you about some changes that have made our lives better.*  *I know what we feel and think affects what we do.*  *I can say how I behave when finding change difficult.*  *I can tell you how I would feel if a change that I didn’t want to happen was imposed on me.*  *I sometimes understand why others are behaving as they are when they are finding a change difficult.*  *I can tell you how it feels to belong to a group, and know it is important for everyone*  **Relationships Education (statutory):**  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 and 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.  How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  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, if needed.  Practical steps they can take in a range of different contexts to improve or support respectful relationships.  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.  How to recognise and report feelings of being unsafe or feeling bad about any adult.  **Health Education (statutory):**  How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  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). | I can think about what embarrasses me and learn something about me I didn’t know before.  I understand there is not just one way to grieve.  I can use some strategies to manage feelings associated with loss.  I know some of the feelings people have when someone close dies or leaves.  I know how to make people feel good about themselves.  I can break friends with someone without hurting their feelings.  I can recognise when I am using a put-down.  I can recognise stereotyping.  I can tell you about the people who are important to me.  I can think about when to forgive someone.  *I can tell you some of the good things about me that my classmates like and value.*  *I understand how it might feel when a change takes you away from familiar people/places.*  *I know it is natural to be wary of change and can tell you why.*  *I know that all feelings, including uncomfortable ones, have a purpose and give us information.*  *I know that people respond differently to changes and challenges.*  *I can tell you about how people might feel and behave when they go to a new school.*  *I know that sometimes there can be positive outcomes from changes that we didn’t welcome initially.*  *I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.*  **Relationships Education (statutory):**  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 and 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.  The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  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, if needed.  Practical steps they can take in a range of different contexts to improve or support respectful relationships.  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.  How to recognise and report feelings of being unsafe or feeling bad about any adult.  **Health Education (statutory):**  How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  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).  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. | I can tell you about a time I felt embarrassed and what it felt like.  I know some things to do when I feel embarrassed that will not make things worse.  I can tell when I am hiding a feeling and then choose to share it with someone.  I have helped someone who felt embarrassed.  I understand that different people show their feelings in different ways.  I can help support someone who is unhappy because they have lost someone or something.  I can try to challenge stereotypes.  I can forgive someone.  I understand when breaking friends might be the best thing to do.  I can use a problem-solving approach to sorting out an embarrassing situation.  *I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss.*  *I can recognise I might over-react because someone touches a ‘sore spot’ and I recognise my behaviour is my responsibility, even if someone does this.*  *I understand why I behave the way I do sometimes when I feel uncomfortable.*  *I try to understand why people might behave the way they do when facing a difficult challenge.*  *I know that many children have mixed feelings about going to secondary school.*  *I try to understand other people’s behaviour by thinking about what they might be feeling/thinking.*  *I know that when I move to secondary school many things in my life will stay the same.*  *I have some strategies for managing the feelings that I might have when I change schools.*  **Relationships Education (statutory):**  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 and 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.  The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.  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, if needed.  Practical steps they can take in a range of different contexts to improve or support respectful relationships.  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.  How to recognise and report feelings of being unsafe or feeling bad about any adult.  **Health Education (statutory):**  How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.  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).  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. |
| **Skills** |  | Able to identify important people in their life.    Understanding of the terms ‘care’ and ‘jealous’.    Can communicate and express feelings at age-appropriate level.    Consider ways to feel positive.    Understand importance of sharing in different capacities.    Awareness of personal changes they have experienced.    Understanding that some changes cannot be controlled and happen over time.    Can recognise when their behaviour needs to change.    Ability to adapt and develop some resilience with changes.    Some understanding of the impact of their choices.  **Relationships Education**  Understanding family units and what it means to belong.    Awareness of different family set-ups and being respectful of these.    Understanding of how love and care can be shown.    Can identify feelings of unhappiness or worry and can communicate these to a trusted adult to get support.    Identify qualities of a good friend and able to make some positive friendship choices.    Identify unhappy friendship situations.    Consider the feelings of others.    Can speak out and ask for help.    Some understanding of consent at age-appropriate level.    Understanding of own feelings and what to do if something isn’t right.    **Health Education**  Develop communication of age-appropriate vocabulary to express feelings and worries.    Awareness of where to seek support from.    Develop understanding of well-being. | Can identify their feelings for someone.    Understanding of the terms ‘care’ and ‘jealous’.    Can be reflective of their own behaviour.    Demonstrate kindness to others.    Able to give friends positive encouragement and be pleased for their achievements.    Consider ways to feel positive.    Can communicate and express feelings at age-appropriate level.    Awareness of personal changes they might experience.    Willingness to try learning in different ways.    Understanding of habits and importance of positives ones.    Can recognise possible obstacles and ways to get past these.    Ability to adapt and develop some resilience with changes.    **Relationships Education**  Understanding family units and what it means to belong.    Awareness of different family set-ups and being respectful of these.    Understanding of how love and care can be shown.    Can identify feelings of unhappiness or worry and can communicate these to a trusted adult to get support.      Identify qualities of a good friend and able to make some positive friendship choices.    Identify unhappy friendship situations.    Consider the feelings of others.    Some understanding of conflict resolution strategies.    Can speak out and ask for help.    Understanding of own feelings and what to do if something isn’t right.    **Health Education**  Develop communication of age-appropriate vocabulary to express feelings and worries.    Awareness of where to seek support from.    Develop understanding of well-being.    Some ability to regulate emotions by reacting in appropriate and proportionate ways. | Understanding of responsibility.    Can explain their feelings and demonstrate empathy for the feelings of others.    Understanding of 'guilt’ and how this can feel.    Able to show remorse.    Can reflect on how they make others feel.    Awareness of important people in their life.    Can understand how to remember people no longer in their life.    Ability to make and recognise good choices.    Understanding of different changes that people can experience.    Awareness of changes they have experienced and can communicate their associated feelings.    Understanding of ‘uncomfortable’.    Identify some reasons why changes happen.    Ability to communicate and deal with feelings associated with changes.  Develop resilience with changes.    **Relationships Education**  Understanding family units and what it means to belong.    Recognising healthy things which families do.    Awareness of different family set-ups and being respectful of these.    Understanding of how love and care can be shown.    Know what it means to feel safe and secure.  Can identify feelings of unhappiness or worry and can communicate these to a trusted adult to get support.    Identify qualities of a good friend and able to make some positive friendship choices.    Identify unhappy friendship situations.    Showing consideration for the feelings of others.    Develop understanding of conflict resolution strategies.    Can speak out and ask for help.    Awareness of strategies to strengthen their relationships.    Develop understanding of consent at age-appropriate level.    Understanding of own feelings and what to do if something isn’t right.    **Health Education**  Some ability to regulate emotions by reacting in appropriate and proportionate ways.    Develop communication of age-appropriate vocabulary to express feelings and worries.    Awareness of where to seek support from.    Develop understanding of well-being. | Understanding of responsibility and demonstrates ability to take responsibility.    Understanding of 'guilt’ and ‘ashamed’. Can explain how these emotions can feel and able to talk with trusted adults when feeling this way.    Able to show remorse.    Can reflect on how they make others feel and know how to make amends.    Develop empathy for the feelings of others.    Can understand ways to celebrate a special person.    Understanding of good changes and the impact on their life.    Understanding link between their thoughts, feelings and behaviours.    Able to self-reflect and communicate difficulties which they themselves or others may experience.    Awareness of actual or potential changes and can discuss their associated feelings.    Identify reasons why changes happen and develop resilience.    Understand importance of belonging.    **Relationships Education**  Understanding family units and what it means to belong.    Recognising healthy things which families do.    Awareness of different family set-ups and being respectful of these.    Understanding of how love and care can be shown.    Know what it means to feel safe and secure.  Can identify feelings of unhappiness or worry and can communicate these to a trusted adult to get support.    Identify qualities of a good friend and able to make some positive friendship choices.    Identify unhappy friendship situations.    Showing consideration for the feelings of others.    Develop understanding of conflict resolution strategies.    Can speak out and ask for help.    Awareness of strategies to strengthen their relationships.    Understanding of stereotypes and the impact these can have.    Develop understanding of consent at age-appropriate level.    Understanding of own feelings and what to do if something isn’t right.    **Health Education**  Ability to regulate emotions by reacting in appropriate and proportionate ways.    Develop communication of age-appropriate vocabulary to express feelings and worries.    Awareness of where to seek support from.    Develop understanding of well-being. | Awareness of embarrassment.    Understanding of ‘grief’ and how this can affect people in different ways.    Develop age-appropriate strategies to manage feelings of loss or grief.    Can reflect on how to make a positive impact on others.    Demonstrate empathy for the feelings of others.    Being kind when making decisions with friendships.    Understanding of the term ‘stereotype’ and able to notice this.    Can explain a variety of people who are important to them.    Understanding what forgiveness involves.    Identify positives about themselves from another’s perspective.    Able to self-reflect and communicate difficulties which they themselves or others may experience regarding change.    Awareness of actual or potential changes and can discuss their associated feelings.    Identify reasons why they experience particular emotions and develop understanding of ways to manage these.    Develop resilience when going through changes or undertaking challenges.    Understanding link between their thoughts, feelings and behaviours.    Show understanding of growth mindset.    Understanding of ‘insecure and identify ways to support their confidence.    **Relationships Education**  Understanding family units and what it means to belong.    Recognising healthy things which families do.    Awareness of different family set-ups and being respectful of these.    Understanding of how love and care can be shown.    Know what it means to feel safe and secure.    Can identify feelings of unhappiness or worry and can communicate these to a trusted adult to get support.    Identify qualities of a good friend and able to make some positive friendship choices.    Identify unhappy friendship situations.    Showing consideration for the feelings of others.    Develop and implement effective conflict resolution strategies.    Can speak out and ask for help.    Awareness of strategies to strengthen their relationships and can put these into practice.    Understanding of stereotypes and the impact these can have.    Develop understanding of consent at age-appropriate level.    Understanding of own feelings and what to do if something isn’t right.    **Health Education**  Ability to regulate emotions by reacting in appropriate and proportionate ways.    Develop communication of age-appropriate vocabulary to express feelings and worries.    Awareness of where to seek support from.    Develop understanding of well-being.    Understand what puberty involves and have awareness of the physical and emotional changes they will experience as part of this. | Awareness of embarrassment and ways to manage this, for themselves and others.    Self-awareness of own emotions and can make secure judgements of when to seek support through sharing feelings with a trusted person.  Understanding that people can be affected in different ways and their emotions can be different.    Recognising and responding to the emotions of others.    Can reflect on how to make a positive impact on others.    Understanding of the term ‘stereotype’, able to recognise this and positively challenge stereotypes which others may have.    Understanding what forgiveness involves and able to demonstrate.    Identify unhealthy friendships and can make judgements about when to ‘take a break’ from friends.    Can demonstrate problem-solving techniques.    Able to self-reflect and communicate difficulties which they themselves or others may experience regarding change.    Ability to take responsibility for their own behaviours/choices and react in ways which are proportionate to the situation.    Showing understanding of other people’s feelings/behaviours.  Identify reasons why they and others experience particular emotions and develop understanding of ways to manage these.    Understand processes involved with secondary transition and where to get support to help with this.    Demonstrating empathy.    Able to approach situations logically.    Understand and implement strategies for managing emotions linked with transition, and be able to regulate these.    **Relationships Education**  Understanding family units and what it means to belong.    Recognising healthy things which families do.    Awareness of different family set-ups and being respectful of these.    Understanding of how love and care can be shown.  Know what it means to feel safe and secure.    Can identify feelings of unhappiness or worry and can communicate these to a trusted adult to get support.    Identify qualities of a good friend and able to make some positive friendship choices.  Identify unhappy friendship situations.    Showing consideration for the feelings of others.    Develop and implement effective conflict resolution strategies.    Can speak out and ask for help.    Awareness of strategies to strengthen their relationships and can put these into practice.    Understanding of stereotypes and the impact these can have.    Develop understanding of consent at age-appropriate level.      Understanding of own feelings and what to do if something isn’t right.    **Health Education**  Ability to regulate emotions by reacting in appropriate and proportionate ways.    Develop communication of age-appropriate vocabulary to express feelings and worries.    Awareness of where to seek support from.    Develop understanding of well-being.    Understand what puberty involves and have awareness of the physical and emotional changes they will experience as part of this. |