



Me and My Relationships		
	Progression of Skills	Progression of Knowledge
EYFS	I can recognise and be sensitive to the differences of others.	Talk about similarities and differences.
	I can name people who help me and describe ways to help others.	Name special people in their lives.
	I can talk about feelings and what can cause them.	Describe different feelings
	I can tell you which trusted adults I can ask for help.	Identify who can help if they are sad, worried or scared.
	I can help a friend if they are sad or worried.	Identify ways to help others or themselves if they are sad or worried.
Y1	I can name different feelings and how they might make me behave.	Describe different feelings and how they can make our bodies feel.
	I can suggest ways of dealing with 'not so good' feelings and how to help others.	To know some strategies of dealing with 'not so good' feelings.
	I can recognise when I need help and who to ask.	To understand how our actions can hurt the feelings of others.
	I can listen to others and wait my turn to speak.	To recognise the special qualities in family and friends.
	I can tell you which trusted adults at home and school keep me safe.	To know which special people keep us safe and how.
Y2	I understand we have different ways to express our feelings.	Recognise that people have different ways of expressing their feelings
	I can express my feelings in a safe, controlled way.	To identify different ways to respond to the feelings of others.
	I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.	To recognise the differences between bullying, unkind behaviour or teasing.
	I can tell someone how they are making me feel.	To learn strategies to deal with unkind behaviour, conflict and where to get help if they are upset.
	I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.	To recognise a healthy friendship and its qualities.
Y3	I can communicate my feelings and use this to try to manage my emotions.	To know that feelings and emotions help a person cope with difficult times.
	I can collaborate with a team to achieve a goal.	To recognise the skills required to collaborate in a team, knowing when to contribute and when to step back.
	I can accept I may not always agree with others.	To recognise which strategies are appropriate for particular situations.
	I can listen and share my opinions respectfully.	To listen to and debate ideas and opinions with others with respect and courtesy
	I can say why friends may fall out and how they can make up.	To recognise why friends may fall out and how to resolve issues.
	I know how to look after my friends and stay friends.	
Y4	I can talk about how feelings change and be different for others.	To know that feelings can vary by intensity, person and change over time.
	I can read different emotions by a person's body language.	To know and understand the qualities of a 'positive, healthy relationship'.
	I can say 'no' in a calm and controlled way.	To know when it's appropriate to say no and how.
	I can name some qualities or strategies that help team work. I am aware of others and their needs when working together	To know the strategies and skills needed for collaborative work.
	I can say what to do if I am, or a friend is, hurt or bullied by another person.	To recognise bullying or pressured behaviour.
	I can recognise the qualities of a healthy relationship.	

Y5	I can be assertive to keep myself happy, healthy and safe.	To learn characteristics and skills in assertiveness
	I can use strategies to resolve arguments or disagreements.	To apply their collaborative skills to friendships and assertiveness.
	I can reflect on my behaviour, attitudes and qualities.	To learn ways to resolve conflict in an assertive, calm and fair manner.
	I am aware of the warning signs that a relationship could be unhealthy or unsafe.	To identify what things make a relationship unhealthy and who to talk to if they needed help.
	I can manage my emotional needs and any risks to them.	To recognise emotional needs according to circumstance and any risk factors that could affect them.
	I can respond to emotions according to the situation and person.	

Y6	I can work through challenges I have with my friends with respect, assertiveness and understanding.	To recognise some of the challenges that arise from friendships and suggest strategies for dealing with such challenges.
	I can give examples of negotiation and compromise. I can use these skills in practical situations.	To practice and use strategies in compromise and negotiation within a collaborative task or activity.
	I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.	To consider the types of touch that are safe, legal and that I am comfortable with.
	I can use assertive behaviours to keep myself safe from peer influence or pressure.	To name assertive behaviours and recognise peer influence or pressured behaviour.
	I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.	To be aware of the variety in behaviour which is dependent on group dynamic, peer pressure, emotional needs and circumstance.

Valuing Difference		
	Progression of Skills	Progression of Knowledge
EYFS	I can celebrate our differences.	Be sensitive towards others and celebrate what makes each person unique.
	I can talk about my family life.	Recognise that we can have things in common with others.
	I can listen and be polite to what others tell me about their lives.	Use speaking and listening skills to learn about the lives of their peers.
	I can be kind, caring and helpful to others.	Know the importance of showing care and kindness towards others.
	I can show good listening	Demonstrate skills in building friendships and cooperation.
Y1	I can say ways in which people are similar as well as different.	To know the key differences between teasing, being unkind and bullying.
	I can say why things sometimes seem unfair, even if they are not to me.	To recognise that everyone is different and will have different thoughts and ideas.
	I can talk about what bullying is.	To celebrate and begin to show empathy for those who are different.
	I can say ways to show kindness towards others.	To identify those who are special to them (and their special qualities).
		To identify ways in which we can show kindness towards others and how that makes them feel.
Y2	I can be respectful of those who are different to me.	To identify differences and similarities between others.
	I can describe how someone can change someone's feelings.	Recognise and explain how a person's behaviour can affect other people.
	I can tell you why it is important to show good listening to people who think differently to me.	To learn and use different ways to show good listening.
	I can name and suggest strategies to someone who feels left out.	Explain how it feels to be part of a group and left out of a group.
	I can be kind and use kind words to my friends.	To recognise and talk about acts of kindness and how they can impact others.
Y3	I can give examples of different types of family. I respect these differences.	Recognise that there are many different types of families.
	I can give examples of different community groups and what is good about having different groups.	Identify the different communities that they belong to
	I can use respectful language and communication skills when discussing with others.	To learn ways of showing respect through language and communication.
	I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	
	I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together.	To identify different origins, national, regional, ethnic and religious backgrounds
	I can suggest ways to deal with bullying and prejudice.	To recognise and explain why bullying can be caused by prejudice.
Y4	I can say how differences sometimes cause conflict but can also be something to celebrate.	To identify different origins, national, regional, ethnic and religious backgrounds
	I can begin to manage conflict by using negotiation and compromise.	To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
	I can suggest strategies for dealing with someone who is behaving aggressively.	To recognise potential consequences of aggressive behaviour
	I can demonstrate ways of showing respect to others' differences.	To define the word respect.
	I can explain why it's important to challenge stereotypes that might be applied to me or others.	Understand and identify stereotypes, including those promoted in the media.

Y5	I can give examples of different faiths and cultures and positive things about having these differences.	To describe the benefits of living in a diverse society
	I can explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	To develop an understanding of discrimination and its injustice, and describe this using examples.
	I can empathise with people who have been, and currently are, subjected to injustice, including through racism.	To understand that the information we see online, either text or images, is not always true or accurate;
	I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.	To reflect on the impact social media puts pressure on peoples' life choices.
	I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)	To consider the consequences that behaviour and actions can have on a person's emotions, confidence and behaviour.
	I can reflect on how individual/group actions can impact on others in a positive or negative way.	
Y6	I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.	To recognise that bullying and discriminatory behaviour can result from disrespect of people's differences
	I can show respect to others by using verbal and non-verbal communication.	To know that all people are unique but that we have far more in common with each other than what is different about us
	I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.	To understand and explain the term prejudice.
	I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.	To define what is meant by the term stereotype
	I can recognise how the media can reinforce gender stereotypes and begin to challenge this.	To describe different types of friendships and relationships and their differing positive qualities.

Keeping Myself Safe		
	Progression of Skills	Progression of Knowledge
EYFS	I can tell you what my body needs to stay healthy.	To explain simple issues of safety and responsibility about medicines and their use.
	I can make safe decisions around medicines and things I don't know.	To identify situations in which they would feel safe or unsafe
	I can name some things that can be dangerous inside and outside.	To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation
	I can tell you what is safe to play online and who to talk to if I feel worried.	To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret.
	I can name the adults who keep me safe and when I might need their help.	To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.
Y1	I can talk about the things my body needs to stay well (exercise, sleep, healthy foods)	To know that our bodies need healthy foods, exercise, oxygen and sleep for energy.
	I can say what I can do if I have strong, but not so good feelings, to help me stay safe	To recognise emotions and physical feelings associated with feeling unsafe.
	I can say 'no' to unwanted touch and ask for help from a trusted adult.	To learn the PANTS rule and which parts of my body are private.
	I can say when medicines can be helpful or might be harmful.	To understand that medicines can sometimes make people feel better when they're ill.
	I can tell you how to stay safe around medicine.	To talk about safety and responsibility around medicines.
Y2	I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.	To explain simple issues of safety and responsibility about medicines and their use.
	I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe.	To identify situations in which they would feel safe or unsafe
	I can say what I do and don't like and who to ask for help.	To recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation
	I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.	To identify safe secrets (including surprises) and unsafe secrets and recognise the importance of telling someone they trust about a secret.
	I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.	To identify inappropriate touch, how it can make someone feel and that people don't like the same types of touch.
Y3	I can say what I could do to make a situation less risky or not risky at all.	To identify risk factors in given situations
	I can demonstrate strategies for dealing with a risky situation	To define the words danger and risk and explain the difference between the two.
	I can identify some key risks from and effects of cigarettes and alcohol.	To define the word 'drug' and understand that nicotine and alcohol are both drugs.
	I can give examples of strategies for safe browsing online.	To recognise potential risks associated with browsing online.
	I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs.	To recognise and describe appropriate behaviour online as well as offline.

Y4	I can demonstrate strategies for dealing with a risky situation	To define the words danger and risk and explain the difference between the two.
	I can give examples of people or things that might influence me to take risks and make decisions.	To describe the different types of things that may influence a person to take a risk.
	I can give reasons for why most people choose not to smoke, or drink too much alcohol.	To understand and explain the risks that cigarettes and alcohol can have on a person's body.
	I can explain what might happen if people take unsafe or inappropriate risks.	To understand that influences can be both positive and negative.
	I can identify images that are safe or unsafe to share online.	To know and explain strategies for safe online sharing. To understand and explain the implications of sharing images online without consent.
Y5	I can suggest what someone should do when faced with a risky situation.	To reflect on risk and the different factors and outcomes that might influence a decision.
	I can protect my personal information online. I can recognise disrespectful behaviour online.	To reflect on the consequences of not keeping personal information private and the risks of social media.
	I can identify the risks in a specific situation (including emotional risks).	To explore categorisation of drugs, the risks associated with medicines.
	I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke.	To learn some key facts and information about drugs and medicines.
	I can support someone who is being bullied.	To recognise the features of face to face and online bullying and the strategies that deal with it.
Y6	I can use safe, respectful and responsible behaviours and strategies when using social media.	To explore the risks and legality of communicating and sharing online.
	I can give examples of how to safely share images online.	To describe and explain how easily images can be spread online.
	I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not.	To explain some of the laws, categories and uses of drugs (both medical and non-medical)
	I can suggest positive ways to meet my emotional needs and how this impacts my behaviour.	To understand the definition of an emotional need and how they can be met.
	I can begin to make decisions independently and responsibly.	To explore and understand the terms 'conflicting emotions', responsibility and independence.

Rights and Respect		
	Progression of Skills	Progression of Knowledge
EYFS	I can help my family.	Understand that they can make a difference.
	I can help to clean and tidy my home and classroom.	Identify how they can care for their home, school and special people.
	I can tell you some ways to look after our world.	Talk about how they can make an impact on the natural world.
	I can be kind to friends and others.	Talk about similarities and differences between themselves.
	I can talk about looking after money.	Demonstrate building relationships with friends.
Y1	I can wash my hands correctly.	To identify ways of taking care of their health.
	I can name ways to look after my home and school.	To identify how others take care of their environment.
	I can look after a special person or thing.	To take care of something or someone else.
	I can tell you some things that money is spent on.	To talk about the importance of looking after money.
	I can get help if someone has hurt themselves.	To learn what to do when someone is injured.
Y2	I can make choices that help me play and work well with others.	To identify strategies in cooperation.
	I can use some strategies when I feel upset or angry.	To identify strategies in self-regulation.
	I can ask for help from a trusted adult.	To name ways to stay safe when using the internet.
	I can name some ways I can look after my environment.	To recognise that they have a responsibility to help care for their immediate and broader environment.
	I can make choices with money.	To learn about saving and spending money.
Y3	I can identify people who help me in different ways.	To talk about and identify people who help them in school and the community.
	I can spot 'facts' and 'opinions' to help me share ideas.	To learn differences between 'fact' and 'opinion'
	I can make a plan.	To discuss, plan and evaluate ways of helping the environment.
	I can choose a method.	
	I can identify different times and reasons to spend money.	To learn about saving, spending and essential purchases.
	I can give examples of how people earn money.	To consider how money is earned and the different factors effecting this.
Y4	I can name some responsibilities and rights that I have.	To learn about human rights and responsibilities and how they can impact their community.
	I can share ideas and make decisions that affect others.	To recognise that they have a part in caring for and supporting their community.
	I can give my own opinion based on facts, opinions and other influences.	To recognise influences, facts and opinions and doing so in a critical manner.
	I can give examples of how I can support others as a bystander.	To identify the impact of bystander behaviour and how they can make a difference to a situation.
	I can explain how others have a financial responsibility to their families and community.	To define terms related to finance and explain how society is supported by the income of others.
	I can give examples of choices and decisions with money that will affect me.	
Y5	I can develop ideas and opinions based on a current issue. I can present these with a group.	To identify, write and discuss issues currently in the media concerning health and wellbeing.
	I can identify how the responsibilities of others impact me and my community.	To define the terms 'responsibility', 'rights' and 'duties' and consider what they mean to me and my community.
	I can give examples of barriers that can stop others following their responsibilities.	

	I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give real examples of each that relate to me.	To identify the responsibilities to my home, community and environment I might have in the future.
	I can suggest ways to spend and save money responsibly.	To consider what advice to give relating to saving and borrowing money.
	I can explain some things about finance and money. I can name a person who deals with money in my community.	To define financial terms and explain how others have financial responsibility for the community.

Y6	I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means.	To analyse and reflect on bias in the media.
	I can discuss the reasons why people post online and the positive and negative effects relating to social media.	
	I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers.	To discuss methods of saving and considerations for spending money.
	I can describe how a group of people can make a change. I can reflect on my role in making a change in my community or environment.	To discuss voluntary and pressure groups and their role in making changes to our communities and environments.
	I can suggest ways that I can help my environment.	To identify or suggest ways that help the environment.
	I can give examples of why we need a democratic society and how laws keep us safe.	To define 'democracy' and explain how laws are made.

Being my Best		
	Progression of Skills	Progression of Knowledge
EYFS	I can keep trying if the way I choose doesn't work.	Feel resilient and confident in their learning.
	I can talk about the different types of feelings we have.	Name and discuss different types of feelings and emotions.
	I can have a go at something new.	Learn and use strategies or skills in approaching challenges.
	I can make my own healthy food choices.	Understand that they can make healthy choices.
	I can make healthy sleep and exercise choices.	Name and recognise how healthy choices can keep us well.
Y1	I can choose a healthy meal with different food groups.	To recognise how a healthy variety of food can make us feel great.
	I can be persistent when learning a new skill.	Recognise that learning a new skill requires practice and the opportunity to fail, safely
	I can name a few different ideas of what I can do if I find something difficult.	To identify strategies to resolve conflict.
	I can help my friends when they fall out.	To give and receive praise
	I can explain why praise helps me to keep trying.	
Y2	I can explain what happens when I learn something new.	Explain the stages of the learning line showing an understanding of the learning process
	I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	
	I can explain how hand hygiene stops virus' and germs from spreading.	To understand the importance of good hand and dental hygiene.
	I can give examples of what I can do and give to my body to stay healthy.	To recognise what the body needs to have energy and stay well.
	I can name different parts of my body that are <i>inside</i> me and help to turn food into energy.	To identify parts of the body that process food and create energy.
Y3	I can choose foods that make a balanced meal.	To recognise how different food groups work in our body.
	I can explain how washing hands can prevent infections spreading.	To explain how some infectious illnesses are spread from one person to another.
	I can describe how food, water and air get into the body and blood.	To name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and explain the respiratory and digestive processes.
	I can set goals and make a plan to develop a new skill.	To identify my achievements and skills to work on. To explain how skills are developed.
Y4	I can say how being unique makes everyone special, different and valuable.	To identify how they and their friends are unique.
	I can give examples of choices I make and the choices others make for me.	To recognise that we all make different choices because we are unique.
	I can plan a healthy, balanced meal.	To understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health.
	I can give examples of the ways people can look after their physical and mental wellbeing.	
	I can give different examples of some of the things that I do already to help look after my environment.	To understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)
Y5	I can explain how one organ functions and how it contributes to the health of my body.	To describe the four main internal systems of the human body.

	I can explain how choices relating to smoking and drinking can effect a persons health.	To understand the actual norms around smoking and the reasons for common misperceptions of these.
	I can think of ways to improve a skill and the strategies that will help me do this.	To identify the skills and qualities that make us successful and achieve our best.
	I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	To recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life.
	I can give examples of how I am independent and manage my own success.	To consider the different responsibilities that they and others have for their health and wellbeing.

Y6	I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing.	To consider how healthy wellbeing and mental health can contribute to a persons aspirations and success.
	I can set goals so that I can achieve an aspiration.	To define aspirations and goals.
	I can tell you how I can overcome problems and challenges on the way to achieving my goals.	To recognise that we will meet challenges on the way to achieving our goals.
	I can identify risk factors in a given situation	To understand and explain the outcomes of risk-taking in a given situation, including emotional risks.
	I can assess the level of risk and explain how a risk can be reduced.	To understand risks related to growing up and explain the need to be aware of these.

Growing and Changing		
	Progression of Skills	Progression of Knowledge
EYFS	I can describe the life cycle of an animal.	Understand that there are changes in nature and humans.
	I can describe how a baby grows to an adult and what they might need.	Name the different stages in childhood and growing up.
	I can tell you some things about how babies are made.	Understand that babies are made by a man and a woman.
	I can tell you the scientific names for my body parts.	Use the correct vocabulary when naming the different parts of the body.
	I can tell you the PANTS rule.	Know how to keep themselves safe.
Y1	I can tell you some things that babies need.	To think of what babies need to stay happy and healthy.
	I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.	To identify the changes they have made since they were a baby.
	I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.	To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.
	I can name the body parts girls and boys have that are the same and which body parts are different.	To identify some internal organs and systems and those body parts which are private.
	I can name the adults I can talk to at home and school if I need help.	To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.
Y2	I can give support to a friend.	To give positive feedback to someone.
	I can describe feelings of loss and suggest what someone can do if a friend moves away.	To recognise the range of feelings associated with loss and to discuss things people can do to feel better.
	I can describe the stages of growth I have been through and what I look forward to in my future.	To identify the different stages of growth and what people are able to do at these different stages.
	I can name the human private parts that are used to make a baby.	To identify the human private parts/genitalia and explain that they are used to make a baby.
	I can talk about keeping private parts private.	To explain who can see someone's private part, what consent means and how to protect privacy.
Y3	I can explain what body space is and how it feels when someone is too close to me.	To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.
	I can tell you some of the different relationships I have.	To identify the different types of relationships people have and their different purposes and qualities.
	I can tell you what qualities a healthy positive relationship has.	To identify what makes a positive relationship and what makes a negative relationship.
	I can describe how a girls and boys body will change when it reaches puberty.	To identify puberty changes.
	I can tell you what happens to a womans body when the sperm does not meet the egg.	To explain menstruation cycle as something that happens when a sperm does not meet an egg.
Y4	I can describe how change can make a person feel (both negative and positive).	To identify the different emotional reactions to different types of change and discuss.
	I can explain why young people can have mixed up feelings when they go through puperty.	To understand how the onset of puberty can have emotional as well as physical impact.
	I can explain why puberty happens.	To learn what happens to a woman or a mans body during puberty and that this is linked to reproduction.

	I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.	To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.
	I can explain why some people choose to get married, have a civil ceremony or live together.	To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.
Y5	I can begin to manage challenging emotions by building my resilience.	To describe the intensity of different feelings and strategies to build resilience.
	I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.	To understand the different types of feelings and emotions associated with puberty.
	I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.	To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.
	I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.	To identify the different types of products someone might use during puberty or menstruation.
	I can give examples of feelings and emotions people have at times of change.	To explain how people might feel at times of change and loss. To consider strategies when coping with this.
Y6	I can name some of the feelings and emotions people have during change.	To identify types of emotional responses and some strategies for coping with change.
	I can give examples of how someone could cope with or get support during puberty.	To identify the physical and emotional challenges faced during puberty and the strategies or support available for this.
	I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.	To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities.
	I can explain how to stay safe when sharing images and information online.	To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.
	I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.	To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.