|  |  |  |  |
| --- | --- | --- | --- |
| **Skills** | **Year 1** | **Year 2** | **Year 3** |
| **Digital Wellbeing**  **Health and**  **Wellbeing** | Talks about ways in which the Internet is useful and know how to stay safe.  Knows how to balance screen time with other activities and understand why this is important.  Describes how to keep fit and healthy and understand basic dental hygiene.  Shares personal successes with their class focussing on personal identity.  Describes simple ways to stay safe in different environments and who keeps them safe too.  Identify what makes them special and what makes them happy.  Identify different feelings people have. | Knows how to communicate appropriately online, understanding not everything online is true whilst keeping personal information private.  Identify how to keep a healthy lifestyle.  Understands how to keep themselves clean and the importance of this.  Identify ways to keep safe in the local environment.  Shares what I think and feel with confidence when identifying personal identity and qualities.  Uses vocabulary to describe when they feel good and bad and discusses simple ways to manage these feelings.  Understands who they can seek help from if they are worried.  Discusses how change and loss makes them feel. | Understands that the media may not always portray the truth.  Identify positives and negatives of being online, knowing how to stay safe.  Explain what can affect their health positively and negatively including dental health.  Understands how and why they should keep themselves clean.  Promotes personal safety and wellbeing.  Say things about myself and my identity that I’m proud of.  Describes emotions and feelings I have and identify ways to cope with uncomfortable feelings.  Identify risks and benefits of sun exposure. |
| **Skills** | **Year 4** | **Year 5** | **Year 6** |
| **Digital Wellbeing**  **Health**  **and Wellbeing** | Decides how reliable online information is and know how to share information responsibly.  Identify things we shouldn’t share online, understanding how technology can affect wellbeing.  Explore messages given by the media.  Identify choices that support a healthy lifestyle and who can support if concerned about health.  Understands individuality and physical/ emotional changes.  Uses vocabulary to describe the intensity of good and bad feelings and discuss ways to manage those feelings.  Describes a variety of ways to stay safe in different environments.  Understands when it is necessary to seek help from others and who or where they can ask for that help. | Identify benefits of the internet, knowing how to stay safe, healthy and happy at all times.  Explains how the media can have positive and negative impacts upon his/her health including dental health.  Understands the risks of not maintaining good levels of personal hygiene.  Identify strategies and behaviours that support mental health.  Explores uncomfortable feelings and understand how to manage them  Explains why everyone is unique and understand why this should be celebrated and respected, focussing on gender identify and independence.  Identify what first aid is and know basic techniques.  Identify legal and illegal drugs and the effects of both. | Identify benefits of the internet, knowing how to stay safe, healthy and happy at all times. (face-to-face)  Explains how the media can have positive and negative impacts upon his/her health including dental health. (Mixed messages about drugs, alcohol etc.)  Understands the risks of not maintaining good levels of personal hygiene and health.  Explore puberty, growing up and reproduction.  Explains when they have experienced conflicting emotions and how they dealt with the situation.  Understands change and loss and ways to express and manage feelings.  Predicts and assess risks and unhelpful thinking in different situations and explain how to manage responsibly.  Understands the importance of resisting pressure to do something that is wrong or they feel uncomfortable with and who they can go to for help with this.  Understands what FGM is. |
| **Skills** | **Year 1** | **Year 2** | **Year 3** |
| **Relationships** | Explains how others are feeling and how they show those feelings.  Understands what makes a good friendship.  Describes people that are special to them and what makes them special  Describes different ways others can be teased or bullied and understand that these are wrong.  Explains and understands why family is important and that some families are different to others.  Understands the safety aspects when forming relationships and teams including setting boundaries.  Recognises ways they are the same and different to others. | Identify different types of relationships.  Understands how his/her actions may make others feel and know what is right or wrong.  Describes people that are special to them and what makes them special.  Describes different ways others can be teased or bullied and understand that these are wrong.  Understands the importance and the characteristics of a healthy friendship and family relationship.  Knows the importance of respecting others and having a positive learning attitude.  Knows what to do if they ever feel uncomfortable, unsafe or worried in a relationship. | Explains how others and self are feeling and describe how they can support them.  Knows the characteristics of healthy family life, understanding the differences between other families.  Describes how they are important to others and how they can care for others.  Recognises when to keep something a secret or confidential.  Respect the differences and similarities between people.  Knows the importance of respecting others and themselves when forming relationships.  Is aware of boundaries and privacy in specific relationships, identifying own support network. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Skills** | **Year 4** | **Year 5** | **Year 6** |
| **Relationships** | Understands how his/her actions impacts on others and how they can address problems caused.  Describes how they are important to others and how they can care for others.  Knows the importance of caring, healthy and positive relationships.  Understands that differences and similarities arise from a number of factors.  Knows the importance of respecting others and themselves when forming relationships with a wide range of people.  Is aware of boundaries, permission and privacy in specific relationships. | Knows the importance of caring, healthy and positive relationships.  Understands what marriage and civil partnership are as well as different types of relationships.  Knows the characteristics of healthy family and friendship life, understanding what is acceptable and right.  Knows the importance of respecting others and themselves, identifying discrimination.  Recognises the different types of physical contact.  Understands self-respect and the importance when forming relationships.  Talks about attributes of a good team. | Knows the importance of caring, healthy and positive relationships.  Recognises a wide range of emotions and changes in others and know when to support or to seek help from someone else.  Understands that different people will respond to the same situation in different ways and how to deal with a variety of scenarios.  Recognises from his/her own actions what is fair and unfair, kind and unkind and right and wrong and that people's opinions may differ.  Shows respect to people around them and if necessary constructively challenge their point of view.  Explains the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to it.  Is aware of boundaries and privacy in specific relationships. |
| **Skills** | **Year 1** | **Year 2** | **Year 3** |
| **Living in the wider world** | Identify what rules are and why we need them.  Identify ways to look after the environment.  Identify groups we belong to, understanding responsibilities we have in each.  Understands that there are different forms of media.  Begins to understand what money is and how to look after it.  Identify skills and strengths needed to do types of jobs. | Understands what rules are and why they are needed.  Identify ways to look after the community and the environment.  Identify groups we belong to and responsibilities in each.  Identify future jobs and the skills and strengths needed for each.  Understands the value of money and how to keep it safe.  Understands that money can be used for different purposes and priorities. | Recognises reasons for rules and laws.  Understands his/her shared responsibilities at school and at home.  Describes the different cultural, ethnic and religious groups that make up the UK and our community.  Describes differences between different cultural, ethnic and religious groups.  Identify ways to pay for things and keep track of money.  Sets goals to achieve personal outcomes |
| **Skills** | **Year 4** | **Year 5** | **Year 6** |
| **Living in the wider world** | Understands how his/her actions impacts on others and how they can address problems caused.  Describes how they are important to others and how they can care for others  Knows the importance of caring, healthy and positive relationships.  Understands that differences and similarities arise from a number of factors.  Knows the importance of respecting others and themselves when forming relationships with a wide range of people.  Is aware of boundaries, permission and privacy in specific relationships. | Understands the relationship between rights and responsibilities.  Understands stereotypes and prejudice.  To describe the different cultural, ethnic and religious groups that make up the world.  Understands the role money plays in their own and others’ lives.  Recognises that people make spending decisions based on priorities and the risks associated with money.  Identify a range of careers you can have during your lifetime. | Develops an understanding of democracy, law and life in England.  Identify ways to contribute to the community.  Has a basic understanding of money concepts.  Understand how people’s spending decisions can affect others and the environment.  Identify career aspirations.  Explores possible influences and limitations when setting future goals in life. |