



		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Being me in my World</b>	<b>Taught Knowledge</b>	Know they have a right to learn and play, safely and happily	Understand their own rights and responsibilities with their classroom	Know about rewards and consequences and that these stem from choices	Know why rules are needed and how these relate to choices and consequences	Know their place in the school community	Understand how democracy and having a voice benefits the school community	Know about children's universal rights (United Nations Convention on the Rights of the Child)
Know that some people are different from themselves		Understand that their choices have consequences	Know that it is important to listen to other people	Know that actions can affect others' feelings	Know what democracy is (applied to pupil voice in school)	Understand how to contribute towards the democratic process	Know about the lives of children in other parts of the world	
Know that hands can be used kindly and unkindly		Understand that their views are important	Understand that their own views are valuable	Know that others may hold different views	Know how groups work together to reach a consensus	Understand the rights and responsibilities associated with being a citizen in the wider community and their country	Know that personal choices can affect others locally and globally	
Know special things about themselves		Understand the rights and responsibilities of a member of a class	Understand the rights and responsibilities of class members	Know that the school has a shared set of values	Know that having a voice and democracy benefits the school community	Know how to face new challenges positively	Know how to set goals for the year ahead	
Know how happiness and sadness can be expressed			Know that positive choices impact positively on self-learning and the learning of others	Understand that they are important	Know how individual attitudes and actions make a difference to a class	Understand how to set personal goals	Understand what fears and worries are	
Know that being kind is good			Identifying hopes and fears for the year ahead	Know what a personal goal is	Know about the different roles in the school community	Know how an individual's behaviour can affect a group and the consequences of this	Understand that their own choices result in different consequences and rewards	
					Understanding what a challenge is	Know that their own actions affect themselves and others	Understand how democracy and having a voice benefits the school community	
							Understand how to contribute towards the democratic process	

	<b>Social and Emotional Skills</b>	<p>Identify feelings associated with belonging</p> <p>Skills to play co-operatively with others</p> <p>Be able to consider others' feelings</p> <p>Identify feelings of happiness and sadness</p> <p>Be responsible in the setting</p>	<p>Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p> <p>Understand that they have choices</p> <p>Understanding that they are special</p> <p>Identify what it's like to feel proud of an achievement</p> <p>Recognise feelings associated with positive and negative consequences</p>	<p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Be able to work co-operatively</p> <p>Recognise own feelings and know when and where to get help</p> <p>Recognise the feeling of being worried</p>	<p>Make other people feel valued</p> <p>Develop compassion and empathy for others</p> <p>Be able to work collaboratively</p> <p>Recognise self-worth</p> <p>Identify personal strengths</p> <p>Be able to set a personal goal</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p>	<p>Identify the feelings associated with being included or excluded</p> <p>Be able to take on a role in a group discussion / task and contribute to the overall outcome</p> <p>Know how to regulate my emotions</p> <p>Can make others feel cared for and welcome</p> <p>Recognise the feelings of being motivated or unmotivated</p> <p>Can make others feel valued and included</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p>	<p>Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p> <p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p>Know own wants and needs</p> <p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attributes of a positive role-model</p> <p>Be able to compare their life with the lives of those less fortunate</p> <p>Can take positive action to help others</p> <p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate my emotions</p> <p>Be able to make others feel welcomed and valued</p>
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<b>Celebrating Difference</b>	<b>Taught Knowledge</b>	<b>Know what bullying means</b>	<b>Know the difference between a one-off incident and bullying</b>	<b>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</b>	<b>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</b>	<b>Know external forms of support in regard to bullying e.g. Childline</b>	<b>Know that power can play a part in a bullying or conflict situation</b>
	<p>Know the names of some emotions such as happy, sad, frightened, angry</p> <p>Know why having friends is important</p> <p>Know some qualities of a positive friendship</p> <p>Know that they don't have to be 'the same as' to be a friend</p> <p>Know what being proud means and that people can be proud of different things</p> <p>Know that people can be good at different things</p> <p>Know that families can be different</p> <p>Know that people have different homes and why they are important to them</p> <p>Know different ways of making friends</p> <p>Know different ways to stand up for myself</p>	<p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know that people are unique and that it is OK to be different</p> <p>Know skills to make friendships</p> <p>Know that people have differences and similarities</p>	<p>Know that sometimes people get bullied because of difference</p> <p>Know that friends can be different and still be friends</p> <p>Know there are stereotypes about boys and girls</p> <p>Know where to get help if being bullied</p> <p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to be yourself</p> <p>Know the difference between right and wrong and the role that choice has to play in this</p>	<p>Know that conflict is a normal part of relationships</p> <p>Know that some words are used in hurtful ways and that this can have consequences</p> <p>Know why families are important</p> <p>Know that everybody's family is different</p> <p>Know that sometimes family members don't get along and some reasons for this</p>	<p>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</p> <p>Know that sometimes people make assumptions about a person because of the way they look or act</p> <p>Know there are influences that can affect how we judge a person or situation</p> <p>Know what to do if they think bullying is or might be taking place</p> <p>Know that first impressions can change</p>	<p>Know that bullying can be direct and indirect</p> <p>Know what racism is and why it is unacceptable</p> <p>Know what culture means</p> <p>Know that differences in culture can sometimes be a source of conflict</p> <p>Know that rumour-spreading is a form of bullying online and offline</p> <p>Know how their life is different from the lives of children in the developing world</p>	<p>Know that there are different perceptions of 'being normal' and where these might come from</p> <p>Know that difference can be a source of celebration as well as conflict</p> <p>Know that people can hold power over others individually or in a group</p> <p>Know that being different could affect someone's life</p> <p>Know why some people choose to bully others</p> <p>Know that people with disabilities can lead amazing lives</p>

	<b>Social and Emotional Skills</b>	<p>Recognise emotions when they or someone else is upset, frightened or angry</p> <p>Identify and use skills to make a friend</p> <p>Identify some ways they can be different and the same as others</p> <p>Identify and use skills to stand up for themselves</p> <p>Identify feelings associated with being proud</p> <p>Identify things they are good at</p> <p>Be able to vocalise success for themselves and about others successes</p> <p>Recognise similarities and differences between their family and other families</p>	<p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Recognise ways in which they are the same as their friends and ways they are different</p> <p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with making a new friend</p> <p>Verbalise some of the attributes that make them unique and special</p>	<p>Explain how being bullied can make someone feel</p> <p>Know how to stand up for themselves when they need to</p> <p>Understand that everyone's differences make them special and unique</p> <p>Understand that boys and girls can be similar in lots of ways and that is OK</p> <p>Understand that boys and girls can be different in lots of ways and that is OK</p> <p>Can choose to be kind to someone who is being bullied</p> <p>Recognise that they shouldn't judge people because they are different</p>	<p>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</p> <p>Be able to show appreciation for their families, parents and carers</p> <p>Empathise with people who are bullied</p> <p>Employ skills to support someone who is bullied</p> <p>Be able to recognise, accept and give compliments</p> <p>Recognise feelings associated with receiving a compliment</p>	<p>Be comfortable with the way they look</p> <p>Try to accept people for who they are</p> <p>Be non-judgemental about others who are different</p> <p>Identify influences that have made them think or feel positively/negatively about a situation</p> <p>Identify feelings that a bystander might feel in a bullying situation</p> <p>Identify reasons why a bystander might join in with bullying</p> <p>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</p> <p>Identify their own uniqueness</p> <p>Identify when a first impression they had was right or wrong</p>	<p>Appreciate the value of happiness regardless of material wealth</p> <p>Identify their own culture and different cultures within their class community</p> <p>Develop respect for cultures different from their own</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p>	<p>Empathise with people who are different and be aware of my own feelings towards them</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>Appreciate people for who they are</p> <p>Show empathy</p>
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<p><b>Dreams and Goals</b></p>	<p><b>Taught Knowledge</b></p>	<p>Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p> <p>Know how to set goals and work towards them</p> <p>Know which words are kind</p> <p>Know some jobs that they might like to do when they are older</p> <p>Know that they must work hard now in order to be able to achieve the job they want when they are older</p> <p>Know when they have achieved a goal</p>	<p>Know how to set simple goals</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p> <p>Know how to achieve a goal</p> <p>Know how to work well with a partner</p> <p>Know that tackling a challenge can stretch their learning</p>	<p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group-working looks like</p> <p>Know how to share success with other people</p>	<p>Know that they are responsible for their own learning</p> <p>Know how to take steps to overcome obstacles</p> <p>Know what dreams and ambitions are important to them</p> <p>Know what an obstacle is and how they can hinder achievement</p> <p>Know about specific people who have overcome difficult challenges to achieve success</p> <p>Know how they can best overcome learning challenges</p> <p>Know what their own strengths are as a learner</p> <p>Know how to evaluate their own learning progress and identify how it can be better next time</p>	<p>Know how to make a new plan and set new goals even if they have been disappointed</p> <p>Know that hopes and dreams don't always come true</p> <p>Know how to work as part of a successful group</p> <p>Know how to share in the success of a group</p> <p>Know what their own hopes and dreams are</p> <p>Know that reflecting on positive and happy experiences can help them to counteract disappointment</p> <p>Know how to work out the steps they need to take to achieve a goal</p>	<p>Know about a range of jobs that are carried out by people I know</p> <p>Know the types of job they might like to do when they are older</p> <p>Know that young people from different cultures may have different dreams and goals</p> <p>Know that they will need money to help them to achieve some of their dreams</p> <p>Know that different jobs pay more money than others</p> <p>Know that communicating with someone from a different culture means that they can learn from them and vice versa</p> <p>Know ways that they can support young people in their own culture and abroad</p>	<p>Know their own learning strengths</p> <p>Know a variety of problems that the world is facing</p> <p>Know some ways in which they could work with others to make the world a better place</p> <p>Know what their classmates like and admire about them</p> <p>Know what the learning steps are they need to take to achieve their goal</p> <p>Know how to set realistic and challenging goals</p>
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	<b>Social and Emotional Skills</b>	<p>Understand that challenges can be difficult</p> <p>Recognise some of the feelings linked to perseverance</p> <p>Recognise how kind words can encourage people</p> <p>Talk about a time that they kept on trying and achieved a goal</p> <p>Be ambitious</p> <p>Feel proud</p> <p>Celebrate success</p>	<p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Recognise their own feelings when faced with a challenge/obstacle</p> <p>Recognise how they feel when they overcome a challenge/obstacle</p> <p>Celebrate an achievement with a friend</p> <p>Can store feelings of success so that they can be used in the future</p>	<p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with whom they work well</p> <p>Be able to work as part of a group</p> <p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p>	<p>Can break down a goal into small steps</p> <p>Can manage feelings of frustration linked to facing obstacles</p> <p>Imagine how it will feel when they achieve their dream/ambition</p> <p>Recognise other people's achievements in overcoming difficulties</p> <p>Recognise how other people can help them to achieve their goals</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>Can identify the feeling of disappointment</p> <p>Be able to cope with disappointment</p> <p>Can identify what resilience is</p> <p>Have a positive attitude</p> <p>Can identify a time when they have felt disappointed</p> <p>Can talk about their hopes and dreams and the feelings associated with these</p> <p>Help others to cope with disappointment</p> <p>Enjoy being part of a group challenge</p> <p>Can share their success with others</p> <p>Can store feelings of success (in their internal treasure chest) to be used at another time</p>	<p>Verbalise what they would like their life to be like when they are grown up</p> <p>Appreciate the contributions made by people in different jobs</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture</p> <p>Appreciate the differences between themselves and someone from a different culture</p> <p>Understand why they are motivated to make a positive contribution to supporting others</p> <p>Appreciate the opportunities learning and education can give them</p>	<p>Understand why it is important to stretch the boundaries of their current learning</p> <p>Be able to give praise and compliments to other people when they recognise that person's achievements</p> <p>Empathise with people who are suffering or living in difficult situations</p> <p>Set success criteria so that they know when they have achieved their goal</p> <p>Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances</p>
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	<b>Social and Emotional Skills</b>	<p>Can explain what they need to do to stay healthy</p> <p>Recognise how exercise makes them feel</p> <p>Can explain what to do if a stranger approaches them</p> <p>Can give examples of healthy food</p> <p>Can explain how they might feel if they don't get enough sleep</p> <p>Recognise how different foods can make them feel</p>	<p>Recognise how being healthy helps them to feel happy</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p> <p>Keep themselves safe</p> <p>Feel good about themselves when they make healthy choices</p> <p>Realise that they are special</p>	<p>Feel positive about caring for their bodies and keeping it healthy</p> <p>Have a healthy relationship with food</p> <p>Desire to make healthy lifestyle choices</p> <p>Identify when a feeling is weak and when a feeling is strong</p> <p>Express how it feels to share healthy food with their friends</p>	<p>Can take responsibility for keeping themselves and others safe</p> <p>Identify how they feel about drugs</p> <p>Can express how being anxious or scared feels</p> <p>Respect their own bodies and appreciate what they do</p> <p>Able to set themselves a fitness challenge</p> <p>Recognise what it feels like to make a healthy choice</p>	<p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure</p> <p>Can tap into their inner strength and know-how to be assertive</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Recognise how different people and groups they interact with impact on them</p> <p>Identify which people they most want to be friends with</p>	<p>Respect and value their own bodies</p> <p>Can reflect on their own body image and know how important it is that this is positive</p> <p>Recognise strategies for resisting pressure</p> <p>Can identify ways to keep themselves calm in an emergency</p> <p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <p>Can make informed decisions about whether they choose to drink alcohol when they are older</p> <p>Accept and respect themselves for who they are</p> <p>Be motivated to keep themselves healthy and happy</p>	<p>Are motivated to care for their own physical and emotional health</p> <p>Suggest strategies someone could use to avoid being pressured</p> <p>Can use different strategies to manage stress and pressure</p> <p>Are motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>Identify ways that someone who is being exploited could help themselves</p> <p>Recognise that people have different attitudes towards mental health/illness</p>
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**Social and Emotional Skills**

Can identify what jobs they do in their family and those carried out by parents/carers and siblings

Can suggest ways to make a friend or help someone who is lonely

Can recognise what being angry feels like

Can use different ways to mend a friendship

Can use Calm Me when angry or upset

Can express how it feels to be part of a family and to care for family members

Can say what being a good friend means

Can say no when they receive a touch they don't like

Can identify forms of physical contact they prefer

Can show skills of friendship

Can praise themselves and others

Can recognise some of their personal qualities

Can say why they appreciate a special relationship

Can recognise and talk about the types of physical contact that is acceptable or unacceptable

Can identify the negative feelings associated with keeping a worry secret

Can identify who they trust in their own relationships

Can identify the different roles and responsibilities in their family

Can recognise the value that families can bring

Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict

Can identify the feelings associated with trust

Can give and receive compliments

Can say who they would go to for help if they were worried or scared

Can identify their own wants and needs and how these may be similar or different from other children in school and the global community

Know how to access help if they are concerned about anything on social media or the internet

Can identify the responsibilities they have within their family

Can empathise with people from other countries who may not have a fair job or are less fortunate

Understand that they are connected to the global community in many different ways

Can use Solve it together in a conflict scenario and find a win-win outcome

Can identify similarities in children's rights around the world

Can identify the feelings and emotions that accompany loss

Can suggest strategies for managing loss

Can suggest ways to manage relationship changes including how to negotiate

Can identify feelings and emotions that accompany jealousy

Can suggest positive strategies for managing jealousy

Can identify people who are special to them and express why

Can tell you about someone they no longer see

Can identify when an online community/social media group feels risky, uncomfortable, or unsafe

Can say how to report unsafe online/social network activity

Can identify when an online game is safe or unsafe

Can suggest strategies for building self-esteem of themselves and others

Can suggest strategies for staying safe online/ social media

Can suggest ways to monitor and reduce screen time

Can suggest strategies for managing unhelpful pressures online or in social networks

Recognise that people can get problems with their mental health and that it is nothing to be ashamed of

Can resist pressure to do something online that might hurt themselves or others

Can take responsibility for their own safety and well-being

Can help themselves and others when worried about a mental health problem

Recognise when they are feeling grief and have strategies to manage them

Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control



**Social and Emotional Skills**

Recognise that changing class can elicit happy and/or sad emotions

Can say how they feel about changing class/ growing up

Can identify how they have changed from a baby

Can say what might change for them they get older

Can identify positive memories from the past year in school/home

Understand and accept that change is a natural part of getting older

Can suggest ways to manage change, e.g. moving to a new class

Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)

Can express why they enjoy learning

Can say who they would go to for help if worried or scared

Can say what types of touch they find comfortable/uncomfortable

Be able to confidently ask someone to stop if they are being hurt or frightened

Can appreciate that changes will happen and that some can be controlled and others not

Be able to express how they feel about changes

Show appreciation for people who are older

Can recognise the independence and responsibilities they have now compared to being a baby or toddler

Can say what greater responsibilities and freedoms they may have in the future

Can say what they are looking forward to in the next year

Can express how they feel about puberty

Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry

Can suggest ways to help them manage feelings during changes they are more anxious about

Can say who they can talk to about puberty if they have any worries

Can express how they feel about babies

Can describe the emotions that a new baby can bring to a family

Can identify changes they are looking forward to in the next year

Can appreciate their own uniqueness and that of others

Can express any concerns they have about puberty

Have strategies for managing the emotions relating to change

Can express how they feel about having children when they are grown up

Can say who they can talk to about puberty if they are worried

Can apply the circle of change model to themselves to have strategies for managing change

Can celebrate what they like about their own and others' self-image and body image

Can suggest ways to boost self-esteem of self and others

Recognise that puberty is a natural process that happens to everybody and that it will be OK for them

Can ask questions about puberty to seek clarification

Can express how they feel about having a romantic relationship when they are an adult

Can express how they feel about having children when they are an adult

Can express how they feel about becoming a teenager

Can say who they can talk to if concerned about puberty or becoming a teenager/adult

Recognise ways they can develop their own self-esteem

Can express how they feel about the changes that will happen to them during puberty

Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to

Recognise how they feel when they reflect on the development and birth of a baby

Can celebrate what they like about their own and others' self-image and body image

Use strategies to prepare themselves emotionally for the transition (changes) to secondary school