




<p>EYFS</p> 	<p>Year 1</p> 	<p>Year 2</p> 
<p>Relationships – Communication and language Three and Four Year olds</p> <ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. <p>Reception</p> <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. <ul style="list-style-type: none"> • Develop social phrases <p>Early Learning Goal</p> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Building relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others’ needs <p>Age 3 – 4</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • 	<p>Relationships – Team</p> <ul style="list-style-type: none"> • To learn that they belong to various groups and communities, such as family and school. • To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. • To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). • To learn to recognise what is fair and unfair, kind and unkind, what is right and wrong. To offer constructive support and feedback to others • To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. • To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable • To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. • To learn how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. • To learn how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences. To recognise that their behaviour can affect other people. 	<p>Relationships – VIPs</p> <ul style="list-style-type: none"> • To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them. • To identify their special people (family, friends, carers), what makes them special and how special people should care for one another. • To offer constructive support and feedback to others. • To communicate their feelings to others, to recognise how others show feelings and how to respond. • To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). • To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. • To recognise that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). • To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable. • To know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. • To recognise that their behaviour affects other people • To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).

<p>Understanding the world 3 – 4 year olds • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Reception 3 – 4 year olds Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Early Learning Goal Past and Present • Talk about the lives of people around them and their roles in society. 3- 4 year olds • Talk about the lives of people around them and their roles in society</p>	<p>Living in the wider world – Britain.</p> <ul style="list-style-type: none"> • To learn that they belong to different groups and communities such as family and school. • To learn how they can contribute to the life of the classroom and school • To recognise that choices can have negative and positive consequences • To learn what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these. • To learn that people and other living things have rights and that everyone has responsibilities to protect those rights • To learn to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. • To learn to identify and respect the differences and similarities between people. • To discuss ways in which we are the same as all other people; what we have in common with everyone else. • To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class. 	<p>Living in the wider world – One World</p> <ul style="list-style-type: none"> • To identify and respect the differences and similarities between people. • To identify their special people (family, friends and carers), what makes them special and how special people should care for one another. • To understand that they belong to different groups and communities such as family and school. • To understand ways in which we are the same as all other people; what we have in common with everyone else. • To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed). • To understand what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy). • To understand that people and other living things have rights and that everyone has responsibilities to protect these (including protecting others' bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed)
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Health and Wellbeing

Three and Four Year olds

• Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important

Reception

• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others

Health and wellbeing – Aiming High

- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- To learn about growing and changing and the new opportunities and responsibilities that growing and changing may bring.
- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so good consequences.
- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- To understand and respect the similarities and differences between people.
- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
- To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).

Health and wellbeing – Think Positive

- To learn about good and not-so-good feelings, to develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings.
- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.
- To recognise that their behaviour can affect other people.
- To recognise what is fair and unfair, kind and unkind, what is right and wrong
- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.
- To recognise that choices can have good and not-so-good consequences
- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

It's my body

Three and Four Year olds

Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.

Reception.

• Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.

ELG

Managing Self

• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Physical development

Negotiate space and obstacles safely, with consideration for themselves and others

Health and wellbeing – It's My Body

- To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.
- To learn about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.
- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).
- To understand that that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so good consequences.
- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.
- The importance of, and how to maintain, personal hygiene.
- How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.
- Rules for, and ways of, keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.
- That household products, including medicines, can be harmful if not used properly.

Health and wellbeing – Safety First

- To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.
- To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention.
- To know about the ways that pupils can help the people who look after them to more easily protect them
- To know rules for and ways of keeping physically and emotionally safe, including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.
- To know that household products, including medicines, can be harmful if not used properly.
- To know rules for and ways of keeping physically and emotionally safe, including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.
- To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.
- To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialing 999 in an emergency.
- To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.
- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).
- To know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.
- To understand what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.
- To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. To know about the 'special people' who work in their community

		<p>and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.</p>
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Living in the wider world – Money Matters

- To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences these choices.
- To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.

Living in the wider world - Respecting Rights

- To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed).
- To recognise what is fair and unfair, kind and unkind, what is right and wrong.
- To recognise ways in which we are the same as all other people; what we have in common with everyone else.
- To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets.
- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.
- To recognise that their behaviour can affect other people
- To know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).
- To identify and respect the differences and similarities between people
- To know how they can contribute to the life of the classroom and school.
- To understand that they belong to different groups and communities, such as family and school.

Three and Four Year Old

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling.

Reception

• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others

Self regulation ELG

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Relationships – Be yourself

- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- To learn ways in which they are all unique; understand that there has never been and will never be another 'them'
- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not-so-good consequences.
- To understand ways in which they are all unique; understand that there has never been and will never be another 'them'
- To be able to communicate their feelings to others, to recognise how others show feelings and how to respond.
- To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- To learn about good and not-so-good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.

Relationships – Growing up

- To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.
- To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).
- To learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).
- To learn ways in which we are unique.
- To identify and respect the differences and similarities between people.
- To learn about the process of growing from young to old and how people's needs change.
- To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring
- To know about change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.