



PSHE Stage 1 Outcomes: Knowledge and Skills

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Coverage:	Coverage: Big Question: : What do we enjoy? <i>Self- Awareness</i>	Coverage: Big Question: How do I take care of myself? <i>Self-care support and safety.</i>	Coverage: Big Question: How am I feeling? <i>Managing feeling.</i>	Coverage: Big Question: How do we keep well? <i>Healthy Lifestyles (Drugs, alcohol and tobacco)</i>	Coverage: Big Question: How do we keep well? <i>Healthy Lifestyles</i>	Coverage: Big Question: How are people different? <i>The World I live in</i>
Knowledge:	Knowledge: I know what I enjoy. I know a symbol for my feelings. I know how to explore taking part in a shared activity.	Knowledge: I know how to experience and recognise self-care. I know that there are different clothes for different weathers. I know people that help me.	Knowledge: I know feelings for the zones of regulation. I know facial expressions of myself and others. I know when I am happy or sad. I know how to explore sensory activities to regulate.	Knowledge: I know a range of emotions when feeling unwell. I know why I am feeling unwell. I know how to stay safe at home and school. I know what a safe medicine is and who can give it to me.	Knowledge: I know foods I like and dislike. I know healthy foods I know when I am hurt and who can help. I know how to put on sun cream.	Knowledge: I know differences and similarities. I know who is in my class. I know the roles of different people. I know when I want to do something different.
Skills:	Skills:	Skills: I can take part in self-care activities. I can match clothes for different weathers. I can recognise people that help me.	Skills: I can explore the zones of regulation and feelings. I can match facial expressions to the zones of regulation. I can use sensory activities to regulate my feelings. I can recognise when I am happy and sad and of others	Skills: I can match reasons for feeling unwell. I can recognise feelings when feeling unwell. I can identify safe and unsafe products. I can identify who can give me medicines.	Skills: I can choose foods I like and don't like. I explore healthy foods. I can respond when I am hurt. I can identify people that help me when I am unwell. I can follow instructions to help put in sun cream.	Skills: I can match and sort people who are same and different. I can sort who is in my class. I can explore that that there are different classes in school. I can match people to the jobs they do. I can express my wants to do something different.
Assessment:	Assessment: SA1 – Things we are good at. Encountering: I can respond with curiosity to something I enjoy. I can engage in an activity. Foundation:	Assessment: SSS1 – Taking care of ourselves. Encountering I can respond to stimuli about the people who look after us. Foundation:	Assessment: MF1 – Identifying and exploring feelings. Encountering: I can respond with curiosity to stimuli about different emotions. I can respond with curiosity to stimuli which depict facial expressions	Assessment: HL3 – Keeping Well Encountering: I can respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain.	Assessment: HL1 – Healthy Eating Encountering: I can respond to different stimuli about what it means to be healthy. Foundation: I can identify foods that we like and dislike to eat.	Assessment: WIL1 – Respecting differences between people. Encountering: I can respond to stimuli with awareness and curiosity about the

	I can demonstrate an understanding of what I enjoy. SA3 – Playing and working together Encountering: I can respond to taking turns as modelled by an adult and or peers Foundation: I can demonstrate good listening and listen to others. SA5 – Getting on with others. Encountering: I can respond to stimuli about different feeling I and others may feel. Foundation: I can demonstrate positive ways to let others know how I am feeling.	I can identify people who look after us and help us to take care of ourselves. I can identify some simple self-care techniques (Brushing teeth, washing hands, getting dressed etc)	representing different emotions/feelings. Foundation: I can identify things that make us feel happy. I can identify things that make us feel sad.	I can respond with curiosity to stimuli about the people who help us when we are feeling unwell. Foundation: I can explain that when we are unwell or hurt we may have to go to bed, see a nurse or doctor, or go to the hospital. I can demonstrate how to tell someone that we are feeling ill, uncomfortable or in pain. I can recognise that we may be given medicines to help us get better and that a nurse/doctor or parent/carer will give these to us.	I can identify some examples of healthy foods. HL3 – Keeping well Encountering: I can respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. I can respond with curiosity to stimuli about the people who help us when we are feeling unwell. Foundation: I can explain that when we are unwell or hurt we may have to go to bed, see a nurse or doctor, or go to the hospital. I can demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain.	physical differences between people. Foundation: I can identify simple differences and similarities between people. WIL12 – Jobs people do Encountering: I can respond to stimuli about the different jobs adults do in school. Foundation: I can identify some different jobs that people we know do in school.
	Prepares for Stage 2 What is my favourite and recognising preferences of others.	Prepares for Stage 2 How do I care for myself? Completing the activities.	Prepares for Stage 2 How do I express and manage my feelings? Linking to how your body feels.	Prepares for Stage 2 How do we keep well?	Prepares for Stage 2 How do I keep my body healthy?	Prepares for Stage 2 How are people different?
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Coverage:	Coverage: Big Question: How can I be kind? <i>Self-Awareness</i>	Coverage: Big Question: How do I keep safe? <i>Self-care support and safety.</i>	Coverage: Big Question: How do I express my feeling? Managing feeling.	Coverage: Big Question: How do we keep well? <i>Healthy Lifestyles (Drugs, alcohol and tobacco)</i>	Coverage: Big Question: How do I keep my body healthy? <i>Healthy Lifestyles</i>	Coverage: Big Question: Who is in my community? <i>The World I live in</i>
Knowledge:	Knowledge: I know who my friends are. I know when someone is happy, upset and angry. I know symbols for feelings on the zones of regulation. I know how to explore sharing with/alongside my friends. I know how to interact with familiar key people.	Knowledge: I know an awareness of physical boundaries. I know a safe adult in school. I know the feeling on the zone of regulation when I am feeling safe. I know what my personal belongings are. I know a safe adult.	Knowledge: I know different feelings for the zones of regulation. I know different facial expressions. I know when I am happy, sad or angry. I know how to experience sensory activities to regulate.	Knowledge: I know a range of emotions when feeling unwell. I know why I am feeling unwell. I know how to stay safe at home and school. I know what a safe medicine is and who can give it to me.	Knowledge: I know foods I like and dislike. I know healthy foods I know when I am hurt and who can help. I know how to put on sun cream. I know physical activities I like doing. I know hygiene routines.	Knowledge: I know people in my school community. I know rules at school. I know items that are sold in a shop. I know roles in my community.
Skills:	Skills: I can identify my friends.	Skills: I can communicate my feelings of being safe.	Skills: I can explore the zones of regulation and feelings.	Skills: I can match reasons for feeling unwell.	Skills: I can choose foods I like and don't like.	Skills:

	I can identify when someone is happy, upset and angry. I can match feelings to the zones of regulation. I can share alongside/with friends. I can explore interacting with key people.	I can respond to a safe adult in school. I can identify my own belongings. I can match pictures of safe adults in school. I can experience physical boundaries to keep us safe.	I can match facial expressions to the zones of regulation. I can use sensory activities to regulate my feelings. I can recognise when I am happy, sad or angry.	I can recognise feelings when feeling unwell. I can identify safe and unsafe products. I can identify who can give me medicines.	I explore healthy foods. I can respond when I am hurt. I can identify and participate in physical activities I enjoy. I can follow routines for personal hygiene. I can follow instructions to help put in sun cream.	I can use photos to identify people in my school community. I can identify rules in school. I can name items that are sold in a shop. I can match people to roles in the community.
Assessment:	Assessment: SA2 – Kind and Unkind behaviours. Encountering: I know what happy, sad and angry is. I know what happy, sad and angry feel like. I can respond to stimuli about what feeling upset means. Foundation: I can describe what feeling angry means I can describe what feeling upset means. SA3 – Playing and working together. Encountering: I can respond to turn taking modelled by adults and peers. Respond with curiosity to modelling of good behaviour. Foundation: I can demonstrate good listening, I can be alert and ready to listen. SA5 – Getting on with others. Encountering: I can respond to stimuli about different feeling I and others may feel. Foundation: I can demonstrate positive ways to let others know how I am feeling.	Assessment: SSS2 – Keeping safe Encountering: I can respond to stimuli about keeping physically safe. I can respond with curiosity to stimuli about the adults who are responsible for keeping us safe. Foundation: I can describe simple ways we can help keep ourselves physically safe in school.	Assessment: MF1 – Identifying and exploring feelings. Encountering: I can respond with curiosity to stimuli about different emotions. I can respond with curiosity to stimuli which depict facial expressions representing different emotions/feelings. Foundation: I can identify things that make us feel happy. I can identify things that make us feel sad. I can identify things that make us feel angry.	Assessment: HL3 – Keeping Well Encountering: I can respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. I can respond with curiosity to stimuli about the people who help us when we are feeling unwell. Foundation: I can explain that when we are unwell or hurt we may have to go to bed, see a nurse or doctor, or go to the hospital. I can demonstrate how to tell someone that we are feeling ill, uncomfortable or in pain. I can recognise that we may be given medicines to help us get better and that a nurse/doctor or parent/carer will give these to us.	Assessment: HL1 – Healthy Eating Encountering: I can respond to different stimuli about what it means to be healthy. Foundation: I can identify foods that we like and dislike to eat. I can identify some examples of healthy foods. HL2 – Taking care of physical health Encountering: I can respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies. Foundation: I can demonstrate/communicate an example of taking care of our bodies. I can recognise the importance of sun safety. HL3 – Keeping well Encountering: I can respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. I can respond with curiosity to stimuli about the people who help us when we are feeling unwell. Foundation: I can explain that when we are unwell or hurt we may have to go to bed, see a	Assessment: WILI2 – Jobs people do. Encountering: I can respond to stimuli about the different jobs adults in school do. Foundation: I can identify some different jobs that people we know in school and in the community do. WILI3 – Rules and laws Encountering: I can respond to stimuli or adult modelling about the things we are allowed to do in school. Foundation: I can give some simple examples of things we are allowed to do in school.

					nurse or doctor, or go to the hospital. I can demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain.	
	Prepares for Stage 2 How can I be kind? Thinking about others' feelings and kind and unkind behaviours.	Prepares for Stage 2 How do I keep safe? Thinking about how this transfers to include outside of school.	Prepares for Stage 2 How do I express my feelings?	Prepares for Stage 2 How do we keep well?	Prepares for Stage 2 How do I keep my body healthy?	Prepares for Stage 2 Who is in my community?
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Coverage:	Coverage: Big Question Who is special to me? <i>Self-Awareness</i>	Coverage: Big Question: Who can I trust? <i>Self-care support and safety.</i>	Coverage: Big Question: How do I manage my feelings? <i>Managing feelings.</i>	Coverage: Big Question: How do we keep well? <i>Healthy Lifestyles (Drugs, alcohol and tobacco)</i>	Coverage: Big Question: How do I keep my body healthy? <i>Healthy Lifestyles</i>	Coverage: Big Question: How can we care for our environment? <i>The world I live in.</i>
Knowledge:	Knowledge: I know who my friends are. I know who helps me at school. I know how to explore taking turns alongside and with friends. I know how to experience interaction with adults. I know feelings using symbols.	Knowledge: I know who a trusted adult is at home and school. I know safe and unsafe adults. I know key emergency services. I know how to ask for help.	Knowledge: I know different feelings to the zones of regulation. I know different facial expressions. I know when I am happy, sad or angry. I know how to experience sensory activities to regulate. I know how to communicate feelings to others.	Knowledge: I know how to explore a range of emotions when feeling unwell. I know how to explore why I am feeling unwell. I know how to stay safe at home and school. I know what a safe medicine is and who can give it to me.	Knowledge: I know what foods I like and dislike. I know healthy foods I know when I am hurt and who can help. I know how to experience putting on sun cream. I know physical activities I like doing. I know hygiene routines. I know when I feel tired and what I need to do.	Knowledge: I know what pets are and how to care for them. I know how adults care for us. I know how to look after plants.
Skills:	Skills: I can match feelings with symbols using the zones of regulation. I can show good listening when working with others. I can work with/ alongside others with adult support. I can identify people who are special at school. I can identify who my friends are. I can match pictures of adults that help us.	Skills: I can choose a trusted adult at home and at school. I can go to a trusted adult for help. I can match safe and unsafe adults. I can ask for help. I can identify key emergency services.	Skills: I can explore the zones of regulation and feelings. I can match facial expressions to the zones of regulation. I can use sensory activities to regulate my feelings. I can recognise when I am happy, sad or angry. I can show how I am feeling to others.	Skills: I can match reasons for feeling unwell. I can recognise feelings when feeling unwell. I can identify safe and unsafe products. I can identify who can give me medicines.	Skills: I can choose foods I like and don't like. I explore healthy foods. I can respond when I am hurt and who will help. I can identify and participate in physical activities I enjoy. I can follow routines for personal hygiene. I can follow instructions to help put in sun cream. I can identify when I am tired and have a rest.	Skills: I can explore forest school area. I can care for plants. I can name different pets. I can identify what each pet needs. I can recognise how adults care for children. I can help tidy the classroom.
Assessment:	Assessment: SA4 – People who are special to us Encountering:	Assessment: SSS3-Trust Encountering:	Assessment: MF1 – Identifying and expressing feelings. Encountering:	Assessment: HL3 – Keeping Well Encountering:	Assessment: HL1 – Healthy Eating Encountering:	Assessment: WIL4 – Taking care of the environment Encountering:

	I can respond to people who are special to us Foundation: I can identify people who are special to us. SA3 – Playing and working together. Encountering: I can respond to turn taking modelled by adults and peers. Respond with curiosity to modelling of good behaviour. Foundation: I can demonstrate good listening, I can be alert and ready to listen. SA5 – Getting on with others. Encountering: I can respond to stimuli about different feeling I and others may feel. Foundation: I can demonstrate positive ways to let others know how I am feeling.	I can respond to stimuli about the different ways we can communicate with adults in school. I can respond to stimuli about ways of asking for help. Foundation: I can identify trusted adults in school. I can identify someone who can help us.	I can respond with curiosity to stimuli about different emotions. I can respond with curiosity to stimuli which depict facial expressions representing different emotions/feelings. Foundation: I can identify things that make us feel happy. I can identify things that make us feel sad. I can identify things that make us feel angry. MF2 – Managing strong feelings Encountering: I can respond to stimuli about some of the different ways we can communicate our feelings and needs to others. Foundation: I can identify some different ways of communicating feelings and needs to others.	I can respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. I can respond with curiosity to stimuli about the people who help us when we are feeling unwell. Foundation: I can explain that when we are unwell or hurt we may have to go to bed, see a nurse or doctor, or go to the hospital. I can demonstrate how to tell someone that we are feeling ill, uncomfortable or in pain. I can recognise that we may be given medicines to help us get better and that a nurse/doctor or parent/carer will give these to us.	I can respond to different stimuli about what it means to be healthy. Foundation: I can identify foods that we like and dislike to eat. I can identify some examples of healthy foods. HL2 – Taking care of physical health Encountering: I can respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies. Foundation: I can demonstrate/communicate an example of taking care of our bodies. I can recognise the importance of sun safety. I can recognise how we feel if we have not had enough sleep. HL3 – Keeping well Encountering: I can respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. I can respond with curiosity to stimuli about the people who help us when we are feeling unwell. Foundation: I can explain that when we are unwell or hurt we may have to go to bed, see a nurse or doctor, or go to the hospital. I can demonstrate how to tell someone that we are feeling ill, uncomfortable, or are in pain.	I can respond to stimuli which demonstrate the ways in which we are cared for by trusted adults. I can respond to stimuli about the different pets people have and ways of caring for them. Foundation: I can identify simple ways in which we may take care of people and or animals.
	Prepares for Stage 2 Who is special to me relating to family and what makes them special.	Prepares for Stage 2 Who can I trust? Relating to outside of school.	Prepares for Stage 2 How do I manage my feelings.	Prepares for Stage 2 How do we keep well?	Prepares for Stage 2 How do I keep a healthy body?	Prepares for Stage 2 How can we care for our environment?



PSHE Stage 2 Outcomes: Knowledge and Skills

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on Stage 1 What I enjoy and how it makes me feel.	Builds on Stage 1 How do I take care of myself?	Builds on Stage 1 How am I feeling?	Builds on Stage 1 How do I keep well?	Builds on Stage 1 How do I keep my body healthy?	Builds on Stage 1 How are people different?
Coverage:	Coverage: Big Question: What do we enjoy? Self-Awareness	Coverage: Big Question: How do I take care of myself? <i>Self-care support and safety.</i>	Coverage: Big Question: How am I feeling? <i>Managing Feeling.</i>	Coverage: Big Question: How do we keep well? Healthy Lifestyles Drugs, alcohol and tobacco SECONDARY & UKS2: Alcohol and tobacco	Coverage: Big Question: How do I keep my body healthy? Healthy Lifestyles	Coverage: Big Question: How are people different? The world I live in.
ENGAGEMENT PATHWAY Knowledge	I know different feelings to the zones of regulation I know different facial expressions. I know when I am happy, sad or angry. I know how sensory activities can help to regulate me.	I know of physical boundaries. I know a safe adult in school. I know the feeling on the zone of regulation when I am feeling safe. I know my personal belongings. I know a safe adult.	I know different feelings to the zones of regulation I know different facial expressions. I know when I am happy, sad or angry. I know how sensory activities can help to regulate me.	I know a range of emotions when feeling unwell. I know why I am feeling unwell. I know how to stay safe at home and school. I know what a safe medicine is and who can give it to me.	I know foods I like and dislike. I know healthy foods. I know when I am hurt and who can help. I know how to put on sun cream. I know physical activities I like doing. I know hygiene routines.	I know people in my school community. I know rules at school. I know items that are sold in a shop. I know roles in my community.
Skills:	I can explore the zones of regulation and feelings. I can match facial expressions to the zones of regulation. I can use sensory activities to regulate my feelings. I can recognise when I am happy, sad or angry.	I can communicate my feelings of being safe. I can respond to a safe adult in school. I can identify my own belongings. I can match pictures of safe adults in school. I can experience rules for staying safe online. I can experience that I can say no. I can explore when I need to ask for help.	I can explore the zones of regulation and feelings. I can match facial expressions to the zones of regulation I can use sensory activities to regulate my feelings.	I can match reasons for feeling unwell. I can recognise feelings when feeling unwell. I can identify safe and unsafe products. I can identify who can give me medicines.	I can choose foods I like and don't like. I explore healthy foods. I can respond when I am hurt. I can identify and participate in physical activities I enjoy. I can follow routines for personal hygiene. I can follow instructions to help put on sun cream.	I can use photos to identify people in my school community. I can identify rules in school. I can name items that are sold in a shop. I can match people to roles in the community.

Knowledge:	Knowledge: I know what my favourite activity is. I know that others enjoy different activities. I know how to explain how an activity makes me feel.	Knowledge: I know what self-care is and can give examples. I know why clothing is suited for specific weather. I know when I need help and why.	Knowledge: I know how to recognise how I am feeling using the zones of regulation. I know how to match events and feelings. I know how my body feels when I am feeling happy, sad, angry, etc. I know how to identify how others are feeling.	Knowledge: I know how I feel when I am unwell. I know who can give me different types of medicine. I know what a safe medicine is. I know that a trusted adult is needed to keep me safe. SECONDARY and Upper KS2: I can identify some health effects of alcohol and tobacco.	Knowledge: I know what healthy food choices are. I know that different foods are needed to eat a healthy diet. I know about different physical activities. I know what a healthy daily routine is. I know what an allergy is. I know how important sleep is. I know how to recognise hygiene routines. I know how to stay safe in the sun.	Knowledge: I know how to recognise differences and similarities in my class. I know about differences: ethnicity, religion, culture and disability. I know how we are all different and unique. I know why people might be rude or unkind because they are different. I know different groups in my community.
Skills:	Skills: I can explore a variety of activities. I can explain what and why it is my favourite activity. I can recognise my feelings and relate to the Zones of Regulation. I can identify that we do not all like the same activities.	Skills: I can experience self-care activities including washing, dressing, and clean clothes. I can choose and explain what appropriate clothing for the weather is. I can sort self-care activities I can do myself and ones I need help with.	Skills: I can recognise my feelings and relate these to the zones of regulation. I can explore how events/ situations in my life have made me feel. I can express how my body feels when I am happy, sad, angry and worried. I can explore facial expressions, actions and signs to identify how others are feeling.	Skills: I can talk about how I feel when I am unwell and relate to the zones of regulation. I can explain who I can give me medicine. I can identify different types of medicine. I can match safe and unsafe medicines. I can explain how a trusted adult keeps me safe. I can explore the effects of alcohol and tobacco.	Skills: I can identify what a healthy balanced diet is. I can identify different food groups. I can match the foods to the amount needed to be healthy. I can name physical exercises. I can explore a healthy daily routine. I can explore what an allergy is. I can explore how important sleep is. I can recognise simple hygiene routines. I can identify how to stay safe in the sun.	Skills: I can use pictures to identify similarities and differences in my class. I can experience differences: ethnicity, religion, culture and disability. I can explain how we are all unique. I can explore why people may be unkind to others. I can identify different groups in my community.
Assessment:	Assessment: SA1 – Things we are good at. Foundation: I can choose my favourite describe my feelings and choices. I can understand that other people have different preferences. Core: I can identify things we are good at. I can describe the ways in which we are special and unique.	Assessment: SSS1 – Taking Care of Ourselves. Foundation: I can identify people who look after us and help us to take care of ourselves. Core: I can identify simple self-care techniques. I can identify some ways in which our friends, families and other adults may care for us. Development:	Assessment: MF1 – Identifying and Exploring Feelings. Foundation: I can identify things that me us feel happy. I can identify things that make us feel sad. I can identify what makes us upset, angry, worried, anxious, frightened. Core: I can describe good and not good feelings; describe how they might make our body feel.	Assessment: HL3 – Keeping well Foundation: I can explain that when we are unwell or hurt we may have to go to bed, see a nurse or doctor, or go to the hospital. I can demonstrate how to tell someone that we are feeling ill, uncomfortable or are in pain. I can recognise that we may be given medicines to help us get better and that a nurse/doctor or	Assessment: HL1 – Healthy Eating Foundation: I can identify foods we like and dislike to eat. Core: I can identify some examples of healthy foods. I can identify some examples of foods that should only be eaten once in a while. Development:	Assessment: WIL1 – Respecting differences between people. Foundation: I can identify simple differences between people. Core: I can describe things people have in common. I can identify differences and similarities in terms of ethnicity, culture, religion. Development:

	Development: I can describe things that we enjoy and make us feel happy. I can identify what I am good at, both in and out of school. I can recognise that being unique means we might like and be good at different things from other people.	I can identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with.	I can recognise that when we experience a change or a loss we may feel sad/unhappy. I can identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. Foundation:	parent/carer will give these to us. Core: I can explain what it means to be hurt, unwell, uncomfortable or in pain. I can identify medication that can help people to keep well. I can identify the difference between things that go on our body and things that go in our body. I can identify that some substances or chemicals around the home that we should never taste or swallow. Development: I can identify symptoms we may experience when we are not feeling well. I can recognise that people sometimes need to take medicines in different forms. I can explain why it is important not to touch, taste or take medicines without a trusted adult. I can explain why we should never take someone else's medicine. I can recognise and give examples between someone who can and cannot give us medicines. SECONDARY: I can describe how smoking and drinking alcohol can affect people's health.	I can explain why some foods are healthier than others. I can explain why we might need to eat foods we might not like very much. I can recognise that some people may not be able to eat certain foods (allergies). HL2 – Taking Care of Physical Health Foundation: I can recognise how we feel if we have not had enough sleep. I can recognise the importance of simple sun safety. Core: I can identify the physical activities we like doing. I can recognise that sleeping well is one way we can stay healthy. I can describe or demonstrate simple hygiene routines. I can describe simple ways of staying safe in the sun. Development: I can describe some of the different ways to be physically healthy. I can explain how the physical activities we enjoy doing help to keep us healthy. I can describe simple routines for going to bed/going to sleep. I can give reasons why it is important to take care of personal hygiene. I can identify what might happen to our bodies if we don't protect them from overexposure to the sun.	I can identify the people who share one characteristic (race, religion, gender, disability) are all unique and different.
	Prepares for Stage 3 What do we enjoy?	Prepares for Stage 3 How do I take care of myself?	Prepares for Stage 3 How am I feeling?	Prepares for Stage 3 How do I keep well?	Prepares for Stage 3 How do I keep my body healthy?	Prepares for Stage 3 How are people different?

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on Stage 1 How can I be kind?	Builds on Stage 1 How do I keep safe?	Builds on Stage 1 How do I express my feelings?	Builds on Stage 1 How do I keep well?	Builds on Stage 1 How do I keep my body healthy?	Builds on Stage 1 Who is in my community?
Coverage:	Coverage: Big Question: How can I be kind? <i>Self-Awareness</i>	Coverage: Big Question: How do I keep safe? Self-Care support and safety.	Coverage: Big Question: How do I express my feelings? Managing Feeling	Coverage: Big Question: How do we keep well? Healthy Lifestyles Drugs, alcohol and tobacco SECONDARY & UKS2: Alcohol and tobacco	Coverage: Big Question: How do I keep my body healthy? Healthy Lifestyles	Coverage: Big Question: Who is in my community? The World I live in
ENGAGEMENT PATHWAY Knowledge	Knowledge: I know who my friends are. I know who helps me at school. I know how to explore taking turns alongside and with friends. I know how to experience interaction with adults. I know feelings using symbols.	Knowledge: I know who a trusted adult is at home and school. I know safe and unsafe adults. I know key emergency services. I know how to ask for help.	Knowledge: I know different feelings to the zones of regulation. I know different facial expressions. I know when I am happy, sad or angry. I know how to experience sensory activities to regulate. I know how to communicate feelings to others.	Knowledge: I know how to explore a range of emotions when feeling unwell. I know how to explore why I am feeling unwell. I know how to stay safe at home and school. I know what a safe medicine is and who can give it to me.	Knowledge: I know what foods I like and dislike. I know healthy foods I know when I am hurt and who can help. I know how to experience putting on sun cream. I know physical activities I like doing. I know hygiene routines. I know when I feel tired and what I need to do.	Knowledge: I know what pets are and how to care for them. I know how adults care for us. I know how to look after plants.
Skills:	Skills: I can match feelings with symbols using the zones of regulation. I can show good listening when working with others. I can work with/ alongside others with adult support. I can identify people who are special at school. I can identify who my friends are. I can match pictures of adults that help us.	Skills: I can choose a trusted adult at home and at school. I can go to a trusted adult for help. I can match safe and unsafe adults. I can ask for help. I can identify key emergency services.	Skills: I can explore the zones of regulation and feelings. I can match facial expressions to the zones of regulation. I can use sensory activities to regulate my feelings. I can recognise when I am happy, sad or angry. I can show how I am feeling to others.	Skills: I can match reasons for feeling unwell. I can recognise feelings when feeling unwell. I can identify safe and unsafe products. I can identify who can give me medicines.	Skills: I can choose foods I like and don't like. I explore healthy foods. I can respond when I am hurt and who will help. I can identify and participate in physical activities I enjoy. I can follow routines for personal hygiene. I can follow instructions to help put in sun cream. I can identify when I am tired and have a rest.	Skills: I can explore forest school area. I can care for plants. I can name different pets. I can identify what each pet needs. I can recognise how adults care for children. I can help tidy the classroom.
Knowledge:	Knowledge: I know kind and unkind behaviours. I know about and can experience acts of kindness. I know which feelings match kind/unkind actions.	Knowledge: I know safe adults in school and safe strangers. I know the feeling on the Zones of Regulation when I am feeling unsafe. I know rules to keep us safe on roads, near water and fire.	Knowledge: I know how I am feeling using the zones of regulation and communication skills. I know the feelings of others in books. I know how to match feelings of characters to colours and my own.	Knowledge: I know how to explain how I feel when I am unwell. I know who can give me different types of medicine. I know what a safe medicine is.	Knowledge: I know healthy food choices. I know that different foods are needed to eat a healthy diet. I know about different physical activities. I know the impact of physical activity.	Knowledge: I know groups within school and out of school. I know what roles and activities people have in the group. I know how it feels to be in a group. I know where we get money from.

	I know how I feel when someone has been kind/unkind.	I know school instructions to keep us safe. I know how to stay safe online. I know that I can say no. I know when I need to ask for help.	I know when I need help when I am feeling sad.	I know that a trusted adult is needed to keep me safe.	I know what an allergy is. I know how important sleep is. I know about hygiene routines. I know how to stay safe in the sun.	I know how to pay for things. I know places where money is used to pay. I know what adults need to spend money on.
Skills:	Skills: I can reflect on what are kind and unkind behaviours. I can illustrate acts of kindness. I can match feelings to actions. I can identify my feelings using the zones of regulation when someone has been kind/unkind.	Skills: I can communicate my feelings when I am unsafe. I can explain rules to keep us safe in school. I can explain rules to keep us safe in the community. I can identify and respond to a safe adult in school and safe strangers. I can experience rules for staying safe online. I can experience that I can say no. I can explore when I need to ask for help.	Skills: I can recognise my feelings and relate these to the zones of regulation. I can identify how others in books feel and relate this to my feelings. I can explore ways to help ourselves if we are feeling sad.	Skills: I can talk about how I feel when I am unwell and relate to the zones of regulation. I can explain who I can give me medicine. I can identify different types of medicine. I can match safe and unsafe medicines. I can explain how a trusted adult keeps me safe. I can explore the effects of alcohol and tobacco.	Skills: I can identify what a healthy balanced diet is. I can identify different food groups. I can match the foods to the amount needed to be healthy. I can name physical exercises. I can explore the effects of physical activity on my body. I can explore what an allergy is. I can explore how important sleep is. I can recognise simple hygiene routines. I can identify how to stay safe in the sun.	Skills: I can name groups within and out of school. I can explore the roles people have in different groups. I can recognise how I feel as part of a group. I can explain where I get money from. I can match how to pay for things. I can explain where money is needed. I can list what adults spend money on.
Assessment:	Assessment: SA2 – Kind and Unkind behaviours. Foundation: I can describe what feeling angry means I can describe what feeling upset means. I can recognise that behaviour which hurts others' bodies is wrong. I can identify when people are being kind/unkind to us. I can give examples of how our feelings can be hurt. Core: I can identify when people are being kind/unkind to others. I can describe how someone being unkind	Assessment: SSS2 – Keeping Safe Foundation: I can describe simple ways we can help keep ourselves safe in school. Core: I can give simple reasons why it is important to keep ourselves physically safe. I can describe ways to help keep ourselves safe, out of school, on the way to school and out with family. I can identify people at home, school and other settings who keep us safe. Development: I can name and describe feelings associated with not feeling safe and identify trusted adults that can help.	Assessment: MF1 – Identifying and exploring feelings. Foundation: I can identify things that me us feel happy. I can identify things that make us feel sad. I can identify what makes us upset, angry, worried, anxious, frightened. Core: I can recognise that when we experience a change or a loss we may feel sad/unhappy. I can identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. I can demonstrate vocabulary/communication skills for expressing the intensity of a feeling.	Assessment: HL3 – Keeping well Foundation: I can explain that when we are unwell or hurt we may have to go to bed, see a nurse or doctor, or go to the hospital. I can demonstrate how to tell someone that we are feeling ill, uncomfortable or are in pain. I can recognise that we may be given medicines to help us get better and that a nurse/doctor or parent/carer will give these to us. Core: I can explain what it means to be hurt, unwell, uncomfortable or in pain. I can identify medication that can help people to keep well.	Assessment: HL1 – Healthy Eating Foundation: I can identify foods we like and dislike to eat. Core: I can identify some examples of healthy foods. I can identify some examples of foods that should only be eaten once in a while. Development: I can explain why some foods are healthier than others. I can explain why we might need to eat foods we might not like very much. I can recognise that some people may not be able to eat certain foods (allergies).	Assessment: WIL15 – Belonging to a community. Foundation: I can identify some different groups that we may belong to. Core: I can describe things we do in groups we belong to. Development: I can describe how being part of a group makes us feel. WIL16 – Money Core: I can identify places/situations where money is used to pay for things. I can recognise different ways to pay for things. Development:

	can make us feel angry, worried or upset. Development: I can identify what teasing means and how people that are teased feel. I can give reasons why teasing or name calling is not acceptable. I can identify what we can do if others are excluding us or being unkind. SA3 – Playing and working together. Foundation: I can demonstrate good listening, I can be alert and ready to listen. Core: I can demonstrate ways of playing and working cooperatively. Development: I can demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. I can identify reasons why it may be upsetting for others if we don't wait our turn. SA5 – Getting on with others. Foundation: I can demonstrate positive ways to let others know how we are feeling. Core: I can demonstrate some ways of making up after a falling out.	I can demonstrate ways of making it clear to others when we need help. I can describe simple rules for keeping safe near water, railways, roads and fire. SSS4 – Keeping Safe Online Foundation: I can identify some risks of communicating online. Development: I can describe ways to stay safe online. I can explain that there may be people online who do not have our best interests at heart. I explain how other people's identity online can be different to real life.	MF2 – Managing Strong Feelings. Foundation: I can identify different ways of communicating feelings and needs to others. Core: I can demonstrate vocabulary/communication skills to express a range of different feelings. Development: I can describe and demonstrate simple strategies that can help manage not so good feelings.	I can identify the difference between things that go on our body and things that go in our body. I can identify that some substances or chemicals around the home that we should never taste or swallow. Development: I can identify symptoms we may experience when we are not feeling well. I can recognise that people sometimes need to take medicines in different forms. I can explain why it is important not to touch, taste or take medicines without a trusted adult. I can explain why we should never take someone else's medicine. I can recognise and give examples between someone who can and cannot give us medicines. SECONDARY: I can describe how smoking and drinking alcohol can affect people's health.	HL2 – Taking Care of Physical Health Foundation: I can recognise how we feel if we have not had enough sleep. I can recognise the importance of simple sun safety. Core: I can identify the physical activities we like doing and how they make us feel. I can recognise that sleeping well is one way we can stay healthy. I can describe or demonstrate simple hygiene routines. I can describe simple ways of staying safe in the sun. Development: I can describe some of the different ways to be physically healthy. I can explain how the physical activities we enjoy doing help to keep us healthy. I can describe simple routines for going to bed/going to sleep. I explain some of the benefits of balancing exercise, food and rest. I can give reasons why it is important to take care of personal hygiene. I can identify what might happen to our bodies if we don't protect them from overexposure to the sun.	I can identify where we may get money from and for what reasons. I can identify what things adults might spend money on.
	Prepares for Stage 3 How can I be kind looking beyond the classroom including discrimination.	Prepares for Stage 3 How can I be keep safe?	Prepares for Stage 3 How do I express my feelings?	Prepares for Stage 3 How do I keep well?	Prepares for Stage 3 How do I keep my body healthy.	Prepares for Stage 3 Who is in my community?

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on Stage 1 Who is special to me? Identify people at school.	Builds on Stage 1 Who can I trust?	Builds on Stage 1 How do I manage my feelings?	Builds on Stage 1 How do I stay well?	Builds on Stage 1 How do I keep my body healthy?	Builds on Stage 1 How do we care for our environment?
Coverage:	Coverage: Big Question: Who is special to me? Self-Awareness	Coverage: Big Question: Who can I trust? Self-care support and safety.	Coverage: Big Question: How do I manage my feelings? Managing Feelings.	Coverage: Big Question: How do we keep well? Healthy Lifestyles Drugs, alcohol and tobacco SECONDARY & UKS2: Alcohol and tobacco	Coverage: Big Question: How do I keep my body healthy? Healthy Lifestyles	Coverage: Big Question: How can we care for our environment? The World I live in
Knowledge:	Knowledge: I know people who are special to me at school and at home. I know what makes someone special. I know how people help me. I know who thinks I am special. I know how to match my feelings to the zones of regulation.	Knowledge: I know who a trusted adult is. I know how to keep safe in school and the community. I know that I can say no. I know places and times that are private. I know what trust is. I know how to borrow something. I know feelings related to personal items.	Knowledge: I know how I am feeling using the zones of regulation and communication skills. I know there are activities to do that can make us feel better. I know strong feelings and who can help. I know ways to help others when they are upset. I know how to manage disappointment. I know how to identify strong feelings.	Knowledge: I know how I feel when I am unwell. I know who can give me different types of medicine. I know what a safe medicine is. I know that a trusted adult is needed to keep me safe.	Knowledge: I know healthy food choices. I know that different foods are needed to eat a healthy diet. I know about different physical activities. I know the impact of physical activity. I know what an allergy is. I know how important sleep is. I know how to balance exercise, food and rest. I know about hygiene routines. I know how to stay safe in the sun.	Knowledge: I know how to care for pets and people. I know how parents/carers take care of our home. I know how to care for living things in the school environment.
Skills:	Skills: I can explore who is special to school and me at home. I can identify whom I am special to. I can explain what makes someone special. I can explain how I feel when I am made to feel special.	Skills: I can name trusted adults in school. I can experience keeping safe in school and in the community. I can explore how to say no. I can match what is private and what is public. I can experience what trust is. I can experience how to ask to borrow something. I can explore feelings about personal items.	Skills: I can recognise my feelings and relate these to the zones of regulation. I can explore ways to help myself if they are feeling sad. I can experience strategies to help manage disappointment. I can match things I enjoy and how it can make me happy. I can explore how strong feelings make me feel.	Skills: I can talk about how I feel when I am unwell and relate to the zones of regulation. I can explain who I can give me medicine. I can identify different types of medicine. I can match safe and unsafe medicines. I can explain how a trusted adult keeps me safe. I can explore the effects of alcohol and tobacco.	Skills: I can identify what a healthy balanced diet is. I can identify different food groups. I can match the foods to the amount needed to be healthy. I can name physical exercises. I can explore the effects of physical activity on my body. I can explore what an allergy is. I can explore how important sleep is. I can recognise simple hygiene routines. I can identify how to stay safe in the sun.	Skills: I can explore living things in Forest School. I can identify different pets and how to care for them. I can identify what to do if an animal is unwell. I can identify how to care for different people.

Assessment:	Assessment: SA4 – People who are special to us Encountering: Foundation: I can identify people who are special to us. I can give examples of ways we might let them know they are special. Core: I can describe what makes someone I know special. Development: I can identify some of the qualities our special people/friends may have. I can give examples of the ways our special people care for us and help us.	Assessment: SSS3 – Trust Foundation: I can identify trusted adults in school. I can identify someone who can help us. I can recognise things we would call private/ Core: I can explain why trust is not the same as like. I can give examples of what is meant by trust. I can identify how we feel when we trust someone. Foundation: I can recognise that we do not need to trust someone just because they say we should. I can give examples of how others may put us under pressure to do something. I can identify basic strategies for saying no. SSS5 – Public and Private Foundation: I can identify and recognise personal belongings. Core: I can describe ways we take care of personal belongings. I can identify some of the places/times/situations which we or others would expect to be private. Development: I can demonstrate how to ask to borrow or use something that belongs to someone else. I can describe how it feels if our personal belongings are lost or damaged.	Assessment: MF1 – Identifying and exploring feelings. Foundation: I can identify things that make us feel happy. I can identify things that make us feel sad. I can identify what makes us upset, angry, worried, anxious, frightened. Core: I can recognise that when we experience a change or a loss we may feel sad/unhappy. I can identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. I can demonstrate vocabulary/communication skills for expressing the intensity of a feeling. MF2 – Managing Strong Feelings. Foundation: I can identify different ways of communicating feelings and needs to others. Core: I can demonstrate vocabulary/communication skills to express a range of different feelings. I can recognise ways we can help ourselves to feel better if we are feeling sad or upset. Development: I can describe and demonstrate simple strategies that can help manage not so good feelings. I can demonstrate simple strategies to help us manage very strong feelings.	Assessment: HL3 – Keeping well Foundation: I can explain that when we are unwell or hurt we may have to go to bed, see a nurse or doctor, or go to the hospital. I can demonstrate how to tell someone that we are feeling ill, uncomfortable or are in pain. I can recognise that we may be given medicines to help us get better and that a nurse/doctor or parent/carer will give these to us. Core: I can explain what it means to be hurt, unwell, uncomfortable or in pain. I can identify medication that can help people to keep well. I can identify the difference between things that go on our body and things that go in our body. I can identify that some substances or chemicals around the home that we should never taste or swallow. Development: I can identify symptoms we may experience when we are not feeling well. I can recognise that people sometimes need to take medicines in different forms. I can explain why it is important not to touch, taste or take medicines without a trusted adult. I can explain why we should never take someone else's medicine. I can recognise and give examples between someone who can and cannot give us medicines. SECONDARY:	Assessment: HL1 – Healthy Eating Foundation: I can identify foods we like and dislike to eat. Core: I can identify some examples of healthy foods. I can identify some examples of foods that should only be eaten once in a while. Development: I can explain why some foods are healthier than others. I can explain why we might need to eat foods we might not like very much. I can recognise that some people may not be able to eat certain foods (allergies). HL2 – Taking Care of Physical Health Foundation: I can recognise how we feel if we have not had enough sleep. I can recognise the importance of simple sun safety. Core: I can identify the physical activities we like doing and how they make us feel. I can recognise that sleeping well is one way we can stay healthy. I can describe or demonstrate simple hygiene routines. I can describe simple ways of staying safe in the sun. Development: I can describe some of the different ways to be physically healthy. I can explain how the physical activities we	Assessment: WIL14- Taking Care of the Environment. Foundation: I can identify simple ways in which we can take care of people and or animals. Core: I can give reasons why it is important to take care of people, animals and all living things. Development: I can describe our own home and explain how we and family members may take care of it. I can explain how we take care of our school environment. I can explain the importance of routines when taking care of people or pets.
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				I can describe how smoking and drinking alcohol can affect people's health.	enjoy doing help to keep us healthy. I can describe simple routines for going to bed/going to sleep. I explain some of the benefits of balancing exercise, food and rest. I can give reasons why it is important to take care of personal hygiene. I can identify what might happen to our bodies if we don't protect them from overexposure to the sun.	
	Prepares for Stage 3 Who is special to me?	Prepares for Stage 3 Who can I trust?	Prepares for Stage 3 How do I manage my feelings?	Prepares for Stage 3 How do I keep well?	Prepares for Stage 3 How do I keep my body healthy?	Prepares for Stage 3 How can we care for our environment?
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Builds on Stage 1 How do I manage my feelings?	Builds on Stage 1 How do I stay well?	Builds on Stage 1 How do I keep my body healthy?	
Coverage:	Coverage: Big Question: How do we play and work with others? <i>Self-Awareness</i>	Coverage: Big Question: How do I keep safe in the community? <i>Self-Care support and safety.</i>	Coverage: Big Question: How do I manage my feelings and have a positive wellbeing? Managing Feelings.	Coverage: Big Question: How do we keep well? Healthy Lifestyles Drugs, alcohol and tobacco SECONDARY & UKS2: Alcohol and tobacco	Coverage: Big Question: How do I keep my body healthy? Healthy Lifestyles	Coverage: Big Question: What different jobs do people do? <i>The World I live in</i>
Knowledge:	Knowledge: I know how to show good listening skills. I know when someone is ready to listen. I know when you need to take turns in school. I know why it is important to listen I know ways to play co-operatively. I know ways to work co-operatively	Knowledge: I know how to keep safe in school and the community. I know that I can say no. I know places and times that are private. I know rules to keep us safe on roads, near water and fire. I know school instructions to keep us safe. I know how to stay safe online. I know who can help me.	Knowledge: I know there are activities to do that can make us feel better. I know how to explain my toolkit for managing feelings. I know what strong feelings are. I know ways to help others when they are upset. I know how to manage disappointment. I know how to recognise strong feelings.	Knowledge: I know how I feel when I am unwell. I know who can give me different types of medicine. I know what a safe medicine is. I know that a trusted adult is needed to keep me safe.	Knowledge: I know healthy food choices. I know that different foods are needed to eat a healthy diet. I know different physical activities. I know the impact of physical activity. I know what an allergy is. I know how important sleep is. I know how to balance exercise, food and rest. I know about hygiene routines. I know how to stay safe in the sun.	Knowledge: I know different jobs in school. I know different jobs in the wider community. I know how jobs in the wider community help me. I know different skills needed for jobs. I know the qualities a person needs for different jobs. I know jobs that I might do in the future.
Skills:	Skills: I can explore how to listen to others.	Skills: I can experience keeping safe in school and in the community.	Skills: I can explore ways to help myself if they are feeling sad.	Skills: I can talk about how I feel when I am unwell and	Skills: I can identify what a healthy balanced diet is.	Skills: I can identify different jobs in school.

	I can identify how someone is ready to listen. I can experience turn taking in school. I can identify why and when you need to listen. I can demonstrate playing co-operatively. I can demonstrate working co-operatively.	I can explore how to say no. I can match what is private and what is public. I can explain rules to keep us safe in school. I can explain rules to keep us safe in the community. I can identify and respond to a safe adult in school and safe strangers. I can experience rules for staying safe online. I can identify who can help me.	I can identify my toolkit to help support my wellbeing. I can experience strategies to help manage disappointment. I can match things I enjoy and how it can make me happy. I can explore how strong feelings make me feel.	relate to the zones of regulation. I can explain who I can give me medicine. I can identify different types of medicine. I can match safe and unsafe medicines. I can explain how a trusted adult keeps me safe. I can explore the effects of alcohol and tobacco.	I can identify different food groups. I can match the foods to the amount needed to be healthy. I can name physical exercises. I can explore the effects of physical activity on my body. I can explore what an allergy is. I can explore how important sleep is. I can recognise simple hygiene routines. I can identify how to stay safe in the sun.	I can identify different jobs in the wider community. I can explore how jobs in the community help me. I can match skills and jobs. I can explore different qualities needed for jobs. I can identify jobs that I might do in the future.
Assessment:	Assessment: SA3 – Playing and working together. Foundation: I can demonstrate good listening, I can be alert and ready to listen. Core: I can demonstrate ways of playing and working cooperatively. Development: I can demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. I can identify reasons why it may be upsetting for others if we don't wait our turn.	Assessment: SSS2 – Keeping Safe Foundation: I can describe simple ways we can help keep ourselves safe in school. Core: I can give simple reasons why it is important to keep ourselves physically safe. I can describe ways to help keep ourselves safe, out of school, on the way to school and out with family. I can identify people at home, school and other settings who keep us safe. Development: I can name and describe feelings associated with not feeling safe and identify trusted adults that can help. I can demonstrate ways of making it clear to others when we need help. I can describe simple rules for keeping safe near water, railways, roads and fire. SSS4 – Keeping Safe Online Foundation: I can identify some risks of communicating online. Development:	Assessment: MF1 – Identifying and exploring feelings. Foundation: I can identify things that me us feel happy. I can identify things that make us feel sad. I can identify what makes us upset, angry, worried, anxious, frightened. Core: I can recognise that when we experience a change or a loss we may feel sad/unhappy. I can identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. I can demonstrate vocabulary/communication skills for expressing the intensity of a feeling. MF2 – Managing Strong Feelings. Foundation: I can identify different ways of communicating feelings and needs to others. Core: I can demonstrate vocabulary/communication skills to express a range of different feelings.	Assessment: HL3 – Keeping well Foundation: I can explain that when we are unwell or hurt we may have to go to bed, see a nurse or doctor, or go to the hospital. I can demonstrate how to tell someone that we are feeling ill, uncomfortable or are in pain. I can recognise that we may be given medicines to help us get better and that a nurse/doctor or parent/carer will give these to us. Core: I can explain what it means to be hurt, unwell, uncomfortable or in pain. I can identify medication that can help people to keep well. I can identify the difference between things that go on our body and things that go in our body. I can identify that some substances or chemicals around the home that we should never taste or swallow. Development: I can identify symptoms we may experience when we are not feeling well.	Assessment: HL1 – Healthy Eating Foundation: I can identify foods we like and dislike to eat. Core: I can identify some examples of healthy foods. I can identify some examples of foods that should only be eaten once in a while. Development: I can explain why some foods are healthier than others. I can explain why we might need to eat foods we might not like very much. I can recognise that some people may not be able to eat certain foods (allergies). HL2 – Taking Care of Physical Health Foundation: I can recognise how we feel if we have not had enough sleep. I can recognise the importance of simple sun safety. Core: I can identify the physical activities we like doing	Assessment: WILI 2 – Jobs people do Foundation: Identify some different jobs that people we know do. I Core: Identify some of the ways in which different adults who work in school contribute to school life Development: Describe a range of jobs that people might have and the qualities they might need to do them. Identify a job we might like to do in the future. Identify jobs people do in the wider community that can help in an emergency (fire-fighters, police, ambulance staff, hospital staff); explain how the community is helped through the work they do.

	How can I be kind? <i>Self-Awareness</i>	How do I keep safe? Self-Care support and safety.	How am I feeling? <i>Managing Feeling.</i>	How do we keep well? Healthy Lifestyles Drugs, alcohol and tobacco SECONDARY & UKS2: Alcohol and tobacco	How do I keep my body healthy? Healthy Lifestyles	How are people different? The world I live in.
Knowledge:	Knowledge: I know kind and unkind behaviours. I know of and can experience acts of kindness. I know which feelings match kind/unkind actions. I know how I feel when someone has been kind/unkind.	Knowledge: I know safe adults in school and safe strangers. I know the feeling on the Zones of Regulation when I am feeling unsafe. I know rules to keep us safe on roads, near water and fire. I know school instructions to keep us safe. I know how to stay safe online. I know that I can say no. I know when I need to ask for help.	Knowledge: I know how I am feeling using the zones of regulation. I know how to match events and feelings. I know how my body feels when I am feeling happy, sad, angry, etc. I know how to identify how others are feeling. I know how to match feelings of characters to colours and my own. I know when I need help when I am feeling sad.	Knowledge: I know how I feel when I am unwell. I know who can give me different types of medicine. I know what a safe medicine is. I know that a trusted adult is needed to keep me safe. SECONDARY and Upper KS2: I can identify some health effects of alcohol and tobacco.	Knowledge: I know what healthy food choices are. I know that different foods are needed to eat a healthy diet. I know different physical activities. I know a healthy daily routine. I know what an allergy is. I know how important sleep is. I know hygiene routines. I know how to stay safe in the sun.	Knowledge: I know differences and similarities in my class. I know about differences: ethnicity, religion, culture and disability. I know how we are all different and unique. I know why people might be rude or unkind because they are different. I know different groups in my community.
Skills:	Skills: I can reflect on what are kind and unkind behaviours. I can illustrate acts of kindness. I can match feelings to actions. I can identify my feelings using the zones of regulation when someone has been kind/unkind.	Skills: I can communicate my feelings when I am unsafe. I can explain rules to keep us safe in school. I can explain rules to keep us safe in the community. I can identify and respond to a safe adult in school and safe strangers. I can experience rules for staying safe online. I can experience that I can say no. I can explore when I need to ask for help.	Skills: I can recognise my feelings and relate these to the zones of regulation. I can explore how events/situations in my life have made me feel. I can express how my body feels when I am happy, sad, angry and worried. I can identify how others are feeling in books and relate this to my own. I can explore facial expressions, actions and signs to identify how others are feeling. I can explore ways to help ourselves if we are feeling sad.	Skills: I can talk about how I feel when I am unwell and relate to the zones of regulation. I can explain who I can give me medicine. I can identify different types of medicine. I can match safe and unsafe medicines. I can explain how a trusted adult keeps me safe. I can explore the effects of alcohol and tobacco.	Skills: I can identify what a healthy balanced diet is. I can identify different food groups. I can match the foods to the amount needed to be healthy. I can name physical exercises. I can explore a healthy daily routine. I can explore what an allergy is. I can explore how important sleep is. I can recognise simple hygiene routines. I can identify how to stay safe in the sun.	Skills: I can use pictures to identify similarities and differences in my class. I can experience differences: ethnicity, religion, culture and disability. I can explain how we are all unique. I can explore why people may be unkind to others. I can identify different groups in my community.
Assessment:	Assessment: SA2 – Kind and Unkind behaviours. Foundation: I can describe what feeling angry means	Assessment: SSS2 – Keeping Safe Foundation: I can describe simple ways we can help keep ourselves safe in school. Core:	Assessment: MF1 – Identifying and Exploring Feelings. Foundation: I can identify things that we can feel happy. I can identify things that make us feel sad.	Assessment: HL3 – Keeping well Foundation: I can explain that when we are unwell or hurt we may have to go to bed, see a nurse or doctor, or go to the hospital.	Assessment: HL1 – Healthy Eating Foundation: I can identify foods we like and dislike to eat. Core:	Assessment: WIL1 – Respecting differences between people. Foundation: I can identify simple differences between people.

	I can describe what feeling upset means. I can recognise that behaviour which hurts others' bodies is wrong. I can identify when people are being kind/unkind to us. I can give examples of how our feelings can be hurt. Core: I can identify when people are being kind/unkind to others. I can describe how someone being unkind can make us feel angry, worried or upset. Development: I can identify what teasing means and how people that are teased feel. I can give reasons why teasing or name calling is not acceptable. I can identify what we can do if others are excluding us or being unkind. SA3 – Playing and working together. Foundation: I can demonstrate good listening, I can be alert and ready to listen. Core: I can demonstrate ways of playing and working cooperatively. Development: I can demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. I can identify reasons why it may be upsetting for others if we don't wait our turn. SA5 – Getting on with others. Foundation:	I can give simple reasons why it is important to keep ourselves physically safe. I can describe ways to help keep ourselves safe, out of school, on the way to school and out with family. I can identify people at home, school and other settings who keep us safe. Development: I can name and describe feelings associated with not feeling safe and identify trusted adults that can help. I can demonstrate ways of making it clear to others when we need help. I can describe simple rules for keeping safe near water, railways, roads and fire. SSS4 – Keeping Safe Online Foundation: I can identify some risks of communicating online. Development: I can describe ways to stay safe online. I can explain that there may be people online who do not have our best interests at heart. I explain how other people's identity online can be different to real life.	I can identify what makes us upset, angry, worried, anxious, frightened. Core: I can describe good and not good feelings; describe how they might make our body feel. I can recognise that when we experience a change or a loss we may feel sad/unhappy. I can identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. I can demonstrate vocabulary/communication skills for expressing the intensity of a feeling. MF2 – Managing Strong Feelings. Foundation: I can identify different ways of communicating feelings and needs to others. Core: I can demonstrate vocabulary/communication skills to express a range of different feelings. I can recognise ways we can help ourselves to feel better if we are feeling sad or upset. Development: I can describe and demonstrate simple strategies that can help manage not so good feelings.	I can demonstrate how to tell someone that we are feeling ill, uncomfortable or are in pain. I can recognise that we may be given medicines to help us get better and that a nurse/doctor or parent/carer will give these to us. Core: I can explain what it means to be hurt, unwell, uncomfortable or in pain. I can identify medication that can help people to keep well. I can identify the difference between things that go on our body and things that go in our body. I can identify that some substances or chemicals around the home that we should never taste or swallow. Development: I can identify symptoms we may experience when we are not feeling well. I can recognise that people sometimes need to take medicines in different forms. I can explain why it is important not to touch, taste or take medicines without a trusted adult. I can explain why we should never take someone else's medicine. I can recognise and give examples between someone who can and cannot give us medicines. SECONDARY: I can describe how smoking and drinking alcohol can affect people's health.	I can identify some examples of healthy foods. I can identify some examples of foods that should only be eaten once in a while. Development: I can explain why some foods are healthier than others. I can explain why we might need to eat foods we might not like very much. I can recognise that some people may not be able to eat certain foods (allergies). HL2 – Taking Care of Physical Health Foundation: I can recognise how we feel if we have not had enough sleep I can recognise the importance of simple sun safety. Core: I can identify the physical activities we like doing. I can recognise that sleeping well is one way we can stay healthy. I can describe or demonstrate simple hygiene routines. I can describe simple ways of staying safe in the sun. Development: I can describe some of the different ways to be physically healthy. I can explain how the physical activities we enjoy doing help to keep us healthy. I can describe simple routines for going to bed/going to sleep. I can give reasons why it is important to take care of personal hygiene.	Core: I can describe things people have in common. I can identify differences and similarities in terms of ethnicity, culture, religion. Development: I can identify the people who share one characteristic (race, religion, gender, disability) are all unique and different.
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	I can demonstrate positive ways to let others know how we are feeling. Core: I can demonstrate some ways of making up after a falling out.				I can identify what might happen to our bodies if we don't protect them from overexposure to the sun.	
	Prepares for Stage 3 How can I be kind looking beyond the classroom including discrimination.	Prepares for Stage 3 How can I be keep safe?	Prepares for Stage 3 How am I feeling and express my feelings?	Prepares for Stage 3 How do I keep well?	Prepares for Stage 3 How do I keep my body healthy?	Prepares for Stage 3 How are people different?
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on Stage 1 Who is special to me? Identify people at school.	Builds on Stage 1 Who can I trust?	Builds on Stage 1 How do I manage my feelings?	Builds on Stage 1 How do I keep well?	Builds on Stage 1 How do I keep my body healthy?	Builds on Stage 1 How do we care for our environment?
Coverage:	Coverage: Big Question: Who is special to me? Self-Awareness	Coverage: Big Question: Who can I trust? Self-care support and safety.	Coverage: Big Question: How do I manage my feelings? Managing Feelings.	Coverage: Big Question: How do we keep well? Healthy Lifestyles Drugs, alcohol and tobacco SECONDARY & UKS2: Alcohol and tobacco	Coverage: Big Question: How do I keep my body healthy? Healthy Lifestyles	Coverage: Big Question: How can we care for our environment? The World I live in
Knowledge:	Knowledge: I know people who are special to me at school and at home. I know what makes someone special. I know how people help me. I know who thinks I am special. I know how to match my feelings to the zones of regulation.	Knowledge: I know who a trusted adult is. I know how to keep safe in school and the community. I know that I can say no. I know places and times that are private. I know what trust is. I know how to borrow something. I know feelings related to personal items.	Knowledge: I know how I am feeling using the zones of regulation and communication skills. I know there are activities to do that can make us feel better. I know what strong feelings are and who can help me when I have strong feelings. I know ways to help others when they are upset. I know how to manage disappointment. I know how to identify strong feelings.	Knowledge: I know how I feel when I am unwell. I know who can give me different types of medicine. I know what a safe medicine is. I know that a trusted adult is needed to keep me safe.	Knowledge: I know healthy food choices. I know that different foods are needed to eat a healthy diet. I know different physical activities. I know the impact of physical activity. I know what an allergy is. I know how important sleep is. I know about hygiene routines. I know how to stay safe in the sun.	Knowledge: I know how to care for pets and people. I know how parents/carers take care of our home. I know how to care for living things in the school environment.
Skills:	Skills: I can explore who is special to school and me at home. I can identify whom I am special to. I can explain what makes someone special.	Skills: I can name trusted adults in school. I can experience keeping safe in school and in the community. I can explore how to say no.	Skills: I can recognise my feelings and relate these to the zones of regulation. I can explore ways to help myself if they are feeling sad.	Skills: I can talk about how I feel when I am unwell and relate to the zones of regulation. I can explain who I can give me medicine. I can identify different types of medicine.	Skills: I can identify what a healthy balanced diet is. I can identify different food groups. I can match the foods to the amount needed to be healthy.	Skills: I can explore living things in Forest School. I can identify different pets and how to care for them. I can identify what to do if an animal is unwell. I can identify how to care for different people.

	I can explain how I feel when I am made to feel special.	I can match what is private and what is public. I can experience what trust is. I can experience how to ask to borrow something. I can explore feelings about personal items.	I can experience strategies to help manage disappointment. I can match things I enjoy and how it can make me happy. I can explore how strong feelings make me feel.	I can match safe and unsafe medicines. I can explain how a trusted adult keeps me safe. I can explore the effects of alcohol and tobacco.	I can name physical exercises. I can explore the effects of physical activity on my body. I can explore what an allergy is. I can explore how important sleep is. I can recognise simple hygiene routines. I can identify how to stay safe in the sun.	
Assessment:	Assessment: SA4 – People who are special to us Encountering: I can identify people who are special to us. I can give examples of ways we might let them know they are special. Core: I can describe what makes someone I know special. Development: I can identify some of the qualities our special people/friends may have. I can give examples of the ways our special people care for us and help us.	Assessment: SSS3 – Trust Foundation: I can identify trusted adults in school. I can identify someone who can help us. I can recognise things we would call private/ Core: I can explain why trust is not the same as like. I can give examples of what is meant by trust. I can identify how we feel when we trust someone. Foundation: I can recognise that we do not need to trust someone just because they say we should. I can give examples of how others may put us under pressure to do something. I can identify basic strategies for saying no. SSS5 – Public and Private Foundation: I can identify and recognise personal belongings. Core: I can describe ways we take care of personal belongings. I can identify some of the places/times/situations which we or others would expect to be private. Development:	Assessment: MF1 – Identifying and exploring feelings. Foundation: I can identify things that make us feel happy. I can identify things that make us feel sad. I can identify what makes us upset, angry, worried, anxious, frightened. Core: I can recognise that when we experience a change or a loss we may feel sad/unhappy. I can identify signs, actions, facial expressions, body language which can help us identify how others might be feeling. I can demonstrate vocabulary/communication skills for expressing the intensity of a feeling. MF2 – Managing Strong Feelings. Foundation: I can identify different ways of communicating feelings and needs to others. Core: I can demonstrate vocabulary/communication skills to express a range of different feelings. I can recognise ways we can help ourselves to feel better if we are feeling sad or upset. Development:	Assessment: HL3 – Keeping well Foundation: I can explain that when we are unwell or hurt we may have to go to bed, see a nurse or doctor, or go to the hospital. I can demonstrate how to tell someone that we are feeling ill, uncomfortable or are in pain. I can recognise that we may be given medicines to help us get better and that a nurse/doctor or parent/carer will give these to us. Core: I can explain what it means to be hurt, unwell, uncomfortable or in pain. I can identify medication that can help people to keep well. I can identify the difference between things that go on our body and things that go in our body. I can identify that some substances or chemicals around the home that we should never taste or swallow. Development: I can identify symptoms we may experience when we are not feeling well. I can recognise that people sometimes need to take medicines in different forms.	Assessment: HL1 – Healthy Eating Foundation: I can identify foods we like and dislike to eat. Core: I can identify some examples of healthy foods. I can identify some examples of foods that should only be eaten once in a while. Development: I can explain why some foods are healthier than others. I can explain why we might need to eat foods we might not like very much. I can recognise that some people may not be able to eat certain foods (allergies). HL2 – Taking Care of Physical Health Foundation: I can recognise how we feel if we have not had enough sleep. I can recognise the importance of simple sun safety. Core: I can identify the physical activities we like doing and how they make us feel.	Assessment: WIL4- Taking Care of the Environment. Foundation: I can identify simple ways in which we can take care of people and or animals. Core: I can give reasons why it is important to take care of people, animals and all living things. Development: I can describe our own home and explain how we and family members may take care of it. I can explain how we take care of our school environment. I can explain the importance of routines when taking care of people or pets.

		I can demonstrate how to ask to borrow or use something that belongs to someone else. I can describe how it feels if our personal belongings are lost or damaged.	I can describe and demonstrate simple strategies that can help manage not so good feelings. I can demonstrate simple strategies to help us manage very strong feelings.	I can explain why it is important not to touch, taste or take medicines without a trusted adult. I can explain why we should never take someone else's medicine. I can recognise and give examples between someone who can and cannot give us medicines. SECONDARY: I can describe how smoking and drinking alcohol can affect people's health.	I can recognise that sleeping well is one way we can stay healthy. I can describe or demonstrate simple hygiene routines. I can describe simple ways of staying safe in the sun. Development: I can describe some of the different ways to be physically healthy. I can explain how the physical activities we enjoy doing help to keep us healthy. I can describe simple routines for going to bed/going to sleep. I explain some of the benefits of balancing exercise, food and rest. I can give reasons why it is important to take care of personal hygiene. I can identify what might happen to our bodies if we don't protect them from overexposure to the sun.	
	Prepares for Stage 3 Who is special to me?	Prepares for Stage 3 Who can I trust?	Prepares for Stage 3 How do I manage my feelings?	Prepares for Stage 3 How do I keep well?	Prepares for Stage 3 How do I keep my body healthy.	Prepares for Stage 3 How can we care for our environment?



PSHE Stage 3 Outcomes: Knowledge and Skills

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on stage 2 What do we enjoy – favourite activities and others.	Builds on stage 2 How do I take care of myself?	Builds on stage 2 How am I feeling?	Builds on stage 2 How do we keep well?	Builds on stage 2 How do I keep my body healthy?	Builds on stage 2 How are people different?

Coverage:	Coverage: Big Question: What do we enjoy? Self-Awareness	Coverage: Big Question: How do I take care of myself? Self-Care support and safety.	Coverage: Big Question: How am I feeling? Managing feelings	Coverage: Big Question: How do we keep well? Healthy Lifestyles (Drugs, alcohol and tobacco)	Coverage: Big Question: How do I keep my body healthy? Healthy Lifestyles	Coverage: Big Question: How are people different? The World I live in.
Knowledge:	Knowledge: I know my strengths. I know the strengths of others. I know how my strengths will help me in the future. I know that I can improve my strengths. I know how to explore my feelings and how to regulate. I know my feelings and the zones of regulation.	Knowledge: I know the importance of personal hygiene. I know how germs spread. I know if I am feeling physically or mentally unwell. I know the different feelings when well and unwell. I know my feelings in the Zones of Regulation. I know how to describe symptoms when feeling unwell. I know how to improve my mental health using the Zones of Regulation. I know how to improve my mental health. I know who to tell when I am feeling unwell.	Knowledge: I know how to identify feelings in relation to the Zones of Regulation. I know how feelings can make my body feel. I know how times/events have made me feel. I know how signs, actions, facial expressions and body language to help identify how others are feeling. I know how to identify strong emotions.	Knowledge: I know how to identify different health professionals. I know how health professionals take care of us and our bodies. I know what a medicine is and where you can get it from. I know how you take medicines. I know the differences between medicinal drugs and drugs. I know the differences between alcohol and non-alcohol drinks. I know what to do if you are unwell. I know how to explain rules for alcohol and why they exist. I know how to identify common legal drugs. I know why people smoke/vape. I know the dangers of smoking/vaping.	Knowledge: I know the different ways of living a healthy life. I know how to take care of dental health. I know different physical activity and exercises. I know a healthy balanced diet. I know that images portrayed in pictures, magazines and social media can be altered. I know what body image is. I know feeling (worried/stressed) in relation to the Zones of regulation. I know how to describe activities/actions to help ourselves when we are worried.	Knowledge: I know how to recognise similarities and differences of people of different race, faith and culture. I know what are rights and responsibilities. I know how to identify rules in school, home and the wider community.
Skills:	Skills: I can reflect on my strengths I can reflect on the strengths of others. I can improve my strengths through practice. I can begin to match my strengths to employment. I can recognise, modify different feelings. I can match my feelings to the zones of regulation.	Skills: I can describe personal hygiene and why it is important. I can experience how germs spread. I can use the zones of Regulation to explain how I am feeling physically and mentally. I can recognise symptoms when I am feeling unwell. I can use the Zones of Regulation to identify how to improve mental health. I can explore who I can tell to help me when I am unwell.	Skills: I can use the zones of regulation to identify and explain feelings. I can discuss how different feelings make my body feel. I can explain how events have made me feel happy, sad, angry, worried. I can explore how others show their feelings through signs, actions, facial expressions and body language. I can recognise what happens to my brain when I feel strong emotions.	Skills: I can name different health professionals and how they take care of us. I can name medicine, how we take them and where we get them from. I can recognise why we may need to take medicinal drugs. I can compare medicinal drugs and drugs. I can compare the differences between alcohol and non-alcohol drinks. I can name common legal drugs.	Skills: I can list what is needed for a healthy lifestyle. I can explain what needs to happen for good dental health. I can name different physical exercises. I can describe what is needed for a healthy diet. I can recognise what is a positive body image. I can explore how the media portrays images of young people. I can recognise why some people may want to alter the way they look.	Skills: I can describe similarities, differences and diversity between different race, faith and culture. I can recognise what we have in common. I can name different rights and responsibilities. I can name rules in school, at home and in the wider community.

				I can explain what smoking and vaping are, why people do it and the dangers. I can explain the dangers of drugs, alcohol and tobacco. I can explain what to do if I feel unwell.	I can discuss and explain what happens to my body when I am stressed or worried. I can list actions or activities to improve my mental health.	
Assessment:	Assessment: SA1 – Personal Strengths Encountering: I can respond to stimuli about what we are good at and/enjoy. Foundation: I can describe what I am good at and/enjoy Core: I can identify some of our personal strengths and skills.	Assessment: SSS1 – Feeling Unwell Encountering: I can respond to stimuli about what it means to feel unwell; show awareness of how to indicate to someone that we are feeling unwell. Foundation: I can describe the difference between feeling well and feeling unwell; demonstrate how to let someone know that we are feeling unwell. Core: I can identify how we can tell if we are unwell (including possible symptoms). I can describe in simple terms how germs can be spread to others. I can identify whom to tell if we are unwell. I can identify some things we can do to take care of our physical and mental wellbeing.	Assessment: MF 2 – Strong Feelings Encountering: I can respond to stimuli about different feelings we might experiences. I can respond to stimuli about how different feelings make may be expressed. Foundation: I can describe how we might feel, look and sound when we are happy or unhappy. I can identify a range of feelings where we might feel them in our body, and how they might make us behave, Core: I can recognise when others might be feeling happy or unhappy from their facial expression and body language. I can describe strong emotions.	Assessment: HL6 – Medical drugs Encountering: I can respond to stimuli about different health professionals and how they take care of us. Foundation: I can recognise what is meant by a medicine. Core: I can identify the difference between over the counter medicines and those prescribed by a doctor. HL7 – Medicinal drugs, Drugs, alcohol and tobacco. Encountering: I can respond to stimuli about taking care of our body. Foundation: I can identify some substances people might swallow, drink or inhale that could be harmful to their health. I can describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks. Core: I can identify some common legal drugs. I can recognise that there are special rules around the selling and consumption of nicotine and alcohol and why they exist. I can identify some benefits of not	Assessment: HL1 – Elements of a healthy lifestyle. Encountering: I can respond to stimuli showing different aspects of a healthy lifestyle. Foundation: I can recognise what is meant by a healthy lifestyle. Core: I can identify different ways that people can live a healthy lifestyle. I can describe how to take care of dental health. HL2 – Mental wellbeing Encountering: I can respond to stimuli about things we like to do which make us feel calm and relaxed. Foundation: I can identify things we can do to help ourselves when we feel worried or stressed. Core: I can recognise what mental health and emotional wellbeing are. I can suggest simple ways to maintain our emotional wellbeing. HL3- Physical activity Encountering: I can respond to stimuli about different kinds of physical activity and exercise. Foundation:	Assessment: WIL1 – Diversity, rights and responsibilities. Encountering: I can respond with interest to stimuli about the ways in which people can be the same and also be different. I can respond with interest to stimuli about rules and routines there are in school. Foundation: I can identify some of the similarities and differences between young people of our age. I can identify what is meant by having rules in school, at home and in the wider world. Core: I can describe some of the similarities, differences and diversity among people of different race, faith and culture. I can describe what is meant by rights and responsibilities.

				smoking/vaping or drinking alcohol, or of delaying use. I can recognise that most young people choose not to smoke/vape, drink alcohol or use drugs.	I can identify different kinds of physical activity and exercise. Core: I can identify some of the benefits of being physically active. HL4 – Healthy eating Encountering: I can respond to stimuli about different kinds of food and drinks. Core: I can identify foods we can eat all of the time that are good for us. I can identify foods that should only be eaten occasionally.	
	Prepares for Stage 4 linking strengths, areas for development to hopes and aspirations for the future.	Prepares for Stage 4 How do I take care for myself?	Prepares for Stage 4 How do I express and manage my feelings?	Prepares for Stage 4 How do we keep well?	Prepares for Stage 4 How do I keep my body healthy?	Prepares for Stage 4 How are people and communities different?
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on stage 2 How can I be kind?	Builds on stage 2 How do I keep safe?	Builds on stage 2 How do I express my feelings?	Builds on stage 2	Builds on stage 2 How do I keep my body healthy?	Builds on stage 2 Who is in my community?
Coverage:	Coverage: Big Question: How can I be kind? Self-Awareness	Coverage: Big Question: How do I keep safe? Self-Care, support and safety.	Coverage: Big Question: How do I express my feelings? Managing Feeling	Coverage: Big Question: How do we keep well? Healthy Lifestyles (Drugs, alcohol and tobacco)	Coverage: Big Question: How do I keep my body healthy? Healthy Lifestyles	Coverage: Big Question: How can we prepare for adulthood? The World I live in.
Knowledge:	Knowledge: I know explain what it means to be kind and unkind. I know how acts of kindness impact on others. I know about prejudice and discrimination. I know how to explore different strategies to respond to discrimination.	Knowledge: I know how to keep safe in various situations. I know what an accident is. I know about personal safety. I know what is risky behaviour and harmful behaviour. I know why there is online advertising. I know that online contact is not always real. I know what and where gambling takes place.	Knowledge: I know how to communicate how I am feeling using the Zones of Regulation. I know how to identify and communicate how I feel about myself. I know how to communicate feelings through signs, actions, facial expressions and body language. I know about strong emotions. I know how to improve self-esteem.	Knowledge: I know about different health professionals. I know how health professionals take care of us and our bodies. I know what a medicine is and where you can get it from. I know how you take medicines. I know differences between medicinal drugs and drugs. I know the differences between alcohol and non-alcohol drinks. I know what to do if you are unwell. I know rules for alcohol and why they exist.	Knowledge: I know how to identify the different ways of living a healthy life. I know how to take care of dental health. I know different physical activity and exercises. I know what a healthy balanced diet is. I know that images portrayed in pictures, magazines and social media can be altered. I know what body image is. I know feeling (worried/stressed) in relation to the Zones of regulation.	Knowledge: I know jobs in my school and local community. I know what having a job means. I know different living arrangements. I know different jobs that family members and friends may do. I know different types of employment. I know ways of acquiring/earning money. I know how to explain what I need to spend money on. I know why it is important to save money.

				I know what common legal drugs are. I know why people smoke/vape. I know the dangers of smoking/vaping.	I know activities/actions to help ourselves when we are worried.	
Skills:	Skills: I can explain how people are kind and unkind. I can explore how kindness impacts on others. I can describe and recognise different forms of prejudice and discrimination. I can reflect on strategies for responding to discrimination.	Skills: I can describe how to stay safe (water, rail, road). I can recognise what and accident is and give examples. I can explore personal safety and how this is achieved. I can list the different types of behaviour (risky and harmful). I can reflect on why we have online advertising. I can explore that not everything online is real. I can explain what is meant by gambling.	Skills: I can use the zones of regulation to identify and explain feelings. I can explore how to show feelings through signs, actions, facial expressions and body language. I can recognise what happens to my brain when I feel strong emotions. I can list things that we can do to improve our self-esteem.	Skills: I can name different health professionals and how they take care of us. I can name medicine, how we take them and where we get them from. I can recognise why we may need to take medicinal drugs. I can compare medicinal drugs and drugs. I can compare the differences between alcohol and non-alcohol drinks. I can name common legal drugs. I can explain what smoking and vaping are, why people do it and the dangers. I can explain the dangers of drugs, alcohol and tobacco. I can explain what to do if I feel unwell.	Skills: I can list what is needed for a healthy lifestyle. I can explain what needs to happen for good dental health. I can name different physical exercises. I can describe what is needed for a healthy diet. I can recognise what is a positive body image. I can explore how the media portrays images of young people. I can recognise why some people may want to alter the way they look. I can discuss and explain what happens to my body when I am stressed or worried. I can list actions or activities to improve my mental health.	Skills: I can identify jobs adults do in school. I can list jobs in the local community. I can recognise what a job is. I can explore different living arrangements, including adult care, residential care and living independently. I can list jobs that family members and friends do. I can discuss the different types of employment. I can recognise the different ways of acquiring or earning money. I can list what I need to spend money on. I can explain why I need to save money.
Assessment:	Assessment: SA3 – Prejudice and discrimination. Encountering: I can respond to stimuli about people who are different to us in different ways. Foundation: I can describe what it means to treat others in a kind and fair way. I can recognise that everyone is unique and special and no one should be treated unfairly. Core:	Assessment: SSS3 – Accidents and Risks. Encountering: I can respond with curiosity to stimuli about what is meant by keeping safe; Foundation: I can describe what is meant by personal safety. I can explain what is meant by something being an accident. Core: I can explain what is meant by the terms risky and dangerous.	Assessment: MF 2 – Strong Feelings Encountering: I can respond to stimuli about different feelings we might experiences. I can respond to stimuli about how different feelings may be expressed. Foundation: I can describe how we might feel, look and sound when we are happy or unhappy. I can identify a range of feelings where we might feel them in our body, and how they might make us behave,	Assessment: Assessment: HL6 – Medical drugs Encountering: I can respond to stimuli about different health professionals and how they take care of us. Foundation: I can recognise what is meant by a medicine. Core: I can identify the difference between over the counter medicines and those prescribed by a doctor.	Assessment: HL1 – Elements of a healthy lifestyle. Encountering: I can respond to stimuli showing different aspects of a healthy lifestyle. Foundation: I can recognise what is meant by a healthy lifestyle. Core: I can identify different ways that people can live a healthy lifestyle. I can describe how to take care of dental health. HL2 – Mental wellbeing Encountering:	Assessment: WIL14 – Preparing for adulthood Encountering: I can respond to stimuli about adult life. I can respond to stimuli about the different jobs adults do in school. Foundation: I can recognise different types of living arrangement, including adult care, residential care and living independently. I can explain what is meant by having a job. Core: I can recognise that there are different ways of

	How to manage pressure? <i>Self-Awareness</i>	What to do if I am worried? Self-care support and safety.	How do I manage my feelings? Managing Feeling	How do we keep well? Healthy Lifestyles (Drugs, alcohol and tobacco)	How do I keep my body healthy? Healthy Lifestyles	How can we care for environment? The World I live in.
Knowledge	Knowledge: I know who a trusted adult is. I know an example of a role model. I know what peer pressure is and how I can challenge it. I know what kind and unkind actions are. I know how others or I feel when they are safe using the zones of regulation.	Knowledge: I know safe adults and explain stranger danger. I know how to keep my body safe. I know what being frightened or worried means. I know how to use the zones of regulation to communicate fear or worry. I know that relationships might change/end. I know what to do if we feel worried or uncomfortable.	Knowledge: I know how I am feeling using the Zones of Regulation. I know how to identify and communicate how I feel about myself. I know how to communicate feelings through signs, actions, facial expressions and body language. I know what strong emotions are. I know how to explore how it feels to like someone.	Knowledge: I know about different health professionals. I know how health professionals take care of us and our bodies. I know what a medicine is and where you can get it from. I know how you take medicines. I know the differences between medicinal drugs and drugs. I know the differences between alcohol and non-alcohol drinks. I know what to do if you are unwell. I know rules for alcohol and why they exist. I know common legal drugs. I know why people smoke/vape. I know the dangers of smoking/vaping.	Knowledge: I know the different ways of living a healthy life. I know how to take care of dental health. I know different physical activity and exercises. I know what a healthy balanced diet is. I know that images portrayed in pictures, magazines and social media can be altered. I know how to explore body image. I know feeling (worried/stressed) in relation to the Zones of regulation. I know activities/actions to help ourselves when we are worried.	Knowledge: I know how to care for living things. I know ways of showing compassions to other living things. I know our responsibility for caring for the environment we live in. I know the impact our everyday choices have on the environment. I know how changes impact on the world.
Skills:	Skills: I can reflect on who a trusted adult is and how they can help. I can explore peer pressure and how to challenge it. I can recognise what makes a good role model. I can identify people who are a good role model to me. I can describe and give examples of kindness and unkindness. I can match how we all feel when we are safe with the zones of regulation.	Skills: I can name safe adults and explain stranger danger. I can state what is appropriate and inappropriate contact to keep my body safe. I can recognise when I feel worried or frightened. I can identify feelings using the zones of regulation. I can discuss that relationships might end or change. I can discuss what to do if I am feeling worried or frightened.	Skills: I can use the zones of regulation to identify and explain feelings. I can explore how to show feelings through signs, actions, facial expressions and body language. I can recognise what happens to my brain when I feel strong emotions. I can describe the different feelings for people we know and like.	Skills: I can name different health professionals and how they take care of us. I can name medicine, how we take them and where we get them from. I can recognise why we may need to take medicinal drugs. I can compare medicinal drugs and drugs. I can compare the differences between alcohol and non-alcohol drinks. I can name common legal drugs. I can explain what smoking and vaping are, why people do it and the dangers.	Skills: I can list what is needed for a healthy lifestyle. I can explain what needs to happen for good dental health. I can name different physical exercises. I can describe what is needed for a healthy diet. I can recognise what is a positive body image. I can explore how the media portrays images of young people. I can recognise why some people may want to alter the way they look. I can discuss and explain what happens to my body when I am stressed or worried.	Skills: I can list how to care for plants, people, gardens and pets. I can explain how to show compassions to living things including wildlife, pets. I can explore what we need to do to look after other people, living things and our local environment. I can explain the positive impact of reducing, reusing and recycling. I can explore the negative impact on single use plastic and waste pollution.

				I can explain the dangers of drugs, alcohol and tobacco. I can explain what to do if I feel unwell.	I can list actions or activities to improve my mental health.	
Assessment:	Assessment: SA4 – Managing Pressure Encountering: I can respond to stimuli which depict kindness and unkindness. Foundation: I can describe and give examples of what it means to be kind and unkind. I can identify some of the ways of telling a trusted adult if someone is being unkind. Core: I can explain what is meant by teasing, hurtful and bullying behaviour. I can explain how we do not need to put up with someone being unkind. I can recognise what is meant by peer pressure and peer influence.	Assessment: SSS2 – Feeling frightened/worried Encountering: I can respond to stimuli about feeling frightened or worried. I can respond to adult modelling about ways to indicate to others that we need help. I can respond to stimuli about how to keep our bodies safe (appropriate and inappropriate contact). Foundation: I can explain what being frightened or worried means. I can demonstrate simple ways to communicate what it means to take care of our bodies and keep them safe. Core: I can demonstrate simple strategies we can use if we are feeling frightened or worried. I can identify who is responsible for keeping us safe and explain the importance of helping to keep others safe. I can explain what unwanted contact is. CG5 – Long term relationships Core: I can recognise that some relationships will end-meaning that a couple don't go out or live together any more. I can identify who, we can talk to if we are worried about relationships changing/ending.	Assessment: MF 2 – Strong Feelings Encountering: I can respond to stimuli about different feelings we might experiences. I can respond to stimuli about how different feelings make may be expressed. Foundation: I can describe how we might feel, look and sound when we are happy or unhappy. I can identify a range of feelings where we might feel them in our body, and how they might make us behave, Core: I can recognise when others might be feeling happy or unhappy from their facial expression and body language. I can describe strong emotions. MF3 – Romantic feelings and sexual attraction. Encountering: I can respond with interest to stimuli about people we like or know. Foundation: I can identify what it means to like someone. Core: I can describe the difference between liking someone and fancying someone.	Assessment: HL6 – Medical drugs Encountering: I can respond to stimuli about different health professionals and how they take care of us. Foundation: I can recognise what is meant by a medicine. Core: I can identify the difference between over the counter medicines and those prescribed by a doctor. HL7 – Medicinal drugs, Drugs, alcohol and tobacco. Encountering: I can respond to stimuli about taking care of our body. Foundation: I can identify some substances people might swallow, drink or inhale that could be harmful to their health. I can describe what alcohol is and how alcoholic drinks are different to non-alcoholic drinks. Core: I can identify some common legal drugs. I can recognise that there are special rules around the selling and consumption of nicotine and alcohol and why they exist. I can identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use.	Assessment: HL1 – Elements of a healthy lifestyle. Encountering: I can respond to stimuli showing different aspects of a healthy lifestyle. Foundation: I can recognise what is meant by a healthy lifestyle. Core: I can identify different ways that people can live a healthy lifestyle. I can describe how to take care of dental health. HL2 – Mental wellbeing Encountering: I can respond to stimuli about things we like to do which make us feel calm and relaxed. Foundation: I can identify things we can do to help ourselves when we feel worried or stressed. Core: I can recognise what mental health and emotional wellbeing are. I can suggest simple ways to maintain our emotional wellbeing. HL3- Physical activity Encountering: I can respond to stimuli about different kinds of physical activity and exercise. Foundation: I can identify different kinds of physical activity and exercise. Core:	Assessment: WIL13 – Taking care of the environment. Encountering: I can respond with curiosity to stimuli about the natural environment. Foundation: I can identify living things that people can care for (house plants, pets, gardens). Core: I can recognise different ways of showing compassion to other living things (wildlife, pets). I can explain how everyday choices affect the environment positively (recycle, reduce, reuse).

				I can recognise that most young people choose not to smoke/vape, drink alcohol or use drugs.	I can identify some of the benefits of being physically active. HL4 – Healthy eating Encountering: I can respond to stimuli about different kinds of food and drinks. Core: I can identify foods we can eat all of the time that are good for us. I can identify foods that should only be eaten occasionally.	
	Prepares for Stage 4 How can I be kind and respectful?	Prepares for Stage 4 How do I keep safe and who do I trust?	Prepares for Stage 4 How do I express and manage my feelings?	Prepares for Stage 4 How do we keep well?	Prepares for Stage 4 How do I keep my body Healthy?	Prepares for Stage 4 Who is in my community and how do we care for it?



PSHE Stage 4 Outcomes: Knowledge and Skills

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	Big Question: What do we enjoy? Self-Awareness	Big Question: How do I take care of myself? Self-Care, support and safety.	Big Question: How do I express and manage my feelings? Managing feeling.	Big Question: How do we keep well? Healthy Lifestyle (Drugs and alcohol)	Big Question: How do I keep my body healthy? Healthy Lifestyle	Big Question: How are people and communities different? The World I live in
Knowledge:	Knowledge: I know how to identify my hobbies and how their importance. I know personal strengths, talents and skills in myself and others. I know how to set achievable goals for hopes and wishes for the future. I know how others can help develop our strengths. I know how it feels to achieve a goal. I know what self-esteem is and what affects it. I know where and how to get help. I know how my strengths and skills link to learning.	Knowledge: I know how to reduce the spread of germs. I know the importance of personal care. I know how I am feeling physically and mentally. I know who can help me improve my mental help. I know ways that I can improve my mental health. I know suitable vocabulary for describing mental health.	Knowledge: I know how I am feeling using the zones of regulation. I know what a strong emotion is. I know what happens to my brain when I have a strong emotion. I know how and where to get help to cope with strong emotions. I know how to challenge others when they are hurting others or me. I know that feelings are different for different relationships. I know how others' comments affect how we feel about ourselves.	Knowledge: I know different prescribed and over the counter drugs. I know the difference between prescribed and over the counter drugs. I know how you can take medicines and how they help take care of our health. I know what common legal drugs are. I know the rules around the selling and consumption of alcohol and nicotine. I know why there are special rules. I know illegal drugs and the laws. I know the benefits of not smoking/vaping, drinking alcohol or using drugs. I know how peer pressure might influence our decision. I know risks and consequences of alcohol, smoking and drugs on my body. I can recognise the impact on others if they are misused. I can identify how and where to get help.	Knowledge: I know that balance is needed for a healthy lifestyle. I know strategies to help improve emotional wellbeing. I know the positive impact of regular exercise. I know the benefits of regular exercise. I know which foods need to be restricted. I know the importance and impact of sleep. I know who to speak to when we need help with mental health. I know why it is important to seek help if we are worried about others or ourselves.	Knowledge: I know what we all have in common. I know how everyone has the right to practise their beliefs and customs. I know that there are laws to protect your human rights. I know what human rights are. I know what discrimination is. I know the meaning of stereotypes. I know how stereotypes lead to discrimination.
Skills:	Skills: I can explain why you need hobbies. I can explore my talents, strengths and skills linking them to how I learn. I can identify strengths in others. I can set achievable goals for the future. I can link how my self-esteem is affected by what is happening in my life.	Skills: I can describe routines to reduce the spread of germs. I can identify items to support personal care and their importance. I can use the zones of regulation to identify how I am feeling physically. I can identify how I am feeling (mental health).	Skills: I can use the zones of regulation to match how I am feeling. I can explain what happens to my brain when I experience strong emotions. I can identify signs that I may need help/or help others cope with strong emotions.	Skills: I can name prescribed and over the counter drugs. I can explain why and how they are different. I can explain how medicines, when used responsibly can help take care of our health. I can identify common legal drugs. I can explain why there are rules around selling	Skills: I can describe strategies for maintaining a healthy lifestyle. I can describe strategies to help maintain our emotional wellbeing. I can explain some of the long-term benefits of regular physical exercise. I can explain some foods need to be restricted.	Skills: I can explain that different cultures and faiths have the right to practise their beliefs. I can recognise that everyone has human rights and that laws protect these. I can explain how stereotypes can lead to discrimination.

	I can discuss and explore how to ask for help. I can match strengths to how it helps me learn. I can explore my feelings and my toolkit to recognise how it feels to achieve goals.	I can name who can help me if I am physically or mentally unwell. I can use suitable vocabulary for describing unwell mental health. I can identify how my toolkit can help improve my mental health.	I can identify my toolkit to help regulate strong emotions and who else can help. I can demonstrate polite and assertive ways to challenge unkind comments to others or myself. I can explain that I may have strong feelings for others that are more than a friendship.	and consuming alcohol, drugs and nicotine. I can name illegal drugs and the laws associated with them. I can explain what influences decisions to smoke/vape, drink alcohol or use drugs. I can recognise risks and consequences of alcohol, smoking and drugs on my body. I can explore the impact on others if they are misused. I can recognise how and where to get help.	I can explain the importance of sleep and how a lack of sleep makes us feel. I can explain strategies to have a good sleep pattern. I can explain when we need help with mental health and whom to speak to. I can discuss unhealthy coping behaviours which may be displayed.	I can explain what discrimination is. I can list what we all have in common.
Assessment:	Assessment: SA1 – Personal strengths. Core: I can identify some of our personal strengths and skills. Development: I can demonstrate how to recognise and appreciate personal strength in other people. Enrichment: I can explain how what others say and think about us can positively and negatively affect the way we feel about ourselves. I can identify some simple strategies to help manage negative comments/opinions. I can describe other people's strengths, talents, skills. I can explain how we feel about ourselves. SA2- Skills for learning Core: I can describe the ways I like to learn. I can identify short term and aspirational goals. Development:	Assessment: SSS1 – Feeling Unwell Core: I can identify how we can tell if we are unwell (including possible symptoms). I can describe in simple terms how germs can be spread to others. I can identify whom to tell if we are unwell. Development: I can identify some things we can do to take care of our physical and mental wellbeing. I can demonstrate simple hygiene routines that can prevent the spread of germs. I can recognise situations where we might need to ask someone for help. I can recognise some of the terms that are used to describe when someone is emotionally/mentally unwell. Enrichment: I can describe how following simple routines can reduce the spread of germs. I can identify some items we might use to support personal hygiene.	Assessment: MF 2 – Strong Feelings Core: I can recognise when others might be feeling happy or unhappy from their facial expression and body language. Development: I can describe strong emotions. I can describe simple strategies we can use to feel and stay happy. I can identify how we can help others who may be feeling unhappy. I can identify whom to ask or tell if we are feeling unhappy and/or need help. Enrichment: I can identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful. I can describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people. I can describe how to manage strong emotions	Assessment: HL6 – Medical drugs Encountering: Core: I can identify the difference between over the counter medicines and those prescribed by a doctor. Development: I can identify some examples of over the counter medicine. I can describe how medicines, when used responsibly can help us to take care of our health. Enrichment: I can recognise the importance of taking over the counter and prescribed medicines correctly. HL7 – Medicinal drugs, Drugs, alcohol and tobacco. Core: I can identify some common legal drugs. I can recognise that there are special rules around the selling and consumption of nicotine and alcohol and why they exist. I can identify some benefits of not	Assessment: HL1 – Elements of a healthy lifestyle. Core: I can identify different ways that people can live a healthy lifestyle. I can describe how to take care of dental health. Development: I can explain what a healthy lifestyle means. I can describe how we feel if we do not get enough sleep, and strategies for maintaining good sleep patterns. I can identify some simple strategies to help positive choices about our health and wellbeing. Enrichment: I can describe strategies for maintaining a healthy lifestyle. I can explain why it is important to have enough sleep. HL2 – Mental wellbeing Core: I can recognise what mental health and emotional wellbeing are. I can suggest simple ways to maintain our emotional wellbeing.	Assessment: WIL1 – Diversity, rights and responsibilities. Core: I can describe some of the similarities, differences and diversity among people of different race, faith and culture. I can describe what is meant by rights and responsibilities. Development: I can recognise what we all have in common. I can identify some of the different rights and responsibilities we have in and out of school. Enrichment: I can explain the benefits of diversity. I can identify why stereotyping is unfair. I can recognise that everyone has human rights. I can identify some of our rights to different opportunities.

	I can explain how we might achieve our targets. Enrichment: I can describe how it feels to achieve a target. I can identify ways in which our current learning will help in the future.	I can identify some ways we can take increased responsibility for looking after our physical and mental health, I can explain why it is important to tell someone we trust if we are feeling emotionally unwell.	by using simple strategies to help ourselves and others. MF1 – Self-esteem and unkind comments. Core: I can identify things we can do which help us to feel Development: I can identify things we may say or do that could affect how we or others feel about us. I can identify things that others may say or do that could affect how we feel about ourselves. Enrichment: I can explain the difference between helpful/kind and unhelpful/unkind comments. I can demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments. MF3 – Romantic feelings and sexual attraction. Core: I can describe the difference between liking someone and fancying someone. Development: I can explain how part of growing up might be to experience strong feelings about people we like or fancy. Enrichment: I can explain that people can like or fancy someone of the same or different gender, race, ability or religion. I can demonstrate appropriate vocab(sex, gender identity and sexual orientation).	smoking/vaping or drinking alcohol, or of delaying use. I can recognise that most young people choose not to smoke/vape, drink alcohol or use drugs. Development: I can explain that there are laws around supplying or possessing illegal substances and why they exist. I can describe some of the risks and consequences of drinking alcohol, smoking and other drugs on the body. I can identify how misusing substances/alcohol might impact on relationships. I can identify when, why and how to ask for help in relation to drugs and alcohol. Enrichment: I can explain how drugs/alcohol can affect how people feel, influence their decisions and can contribute to causing accidents. I can describe how pressure to use substance can come from a variety of sources. I can explain why we might put ourselves under pressure to try substances. I can describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.	Development: I can explain the link between physical and mental health. I can recognise when we need help with mental health and whom we can speak to. I can explain why it is important to see help for ourselves or others if we are worried. About unhealthy coping behaviours (self-harm/eating) Enrichment: I can describe some healthy coping strategies to help maintain our emotional wellbeing. I can describe how we can help friends and family who might be feeling stressed or unhappy. I can identify things that can prevent people from seeking help with mental health issues. HL3- Physical activity I can identify some of the benefits of being physically active. I can identify our favourite forms of physical activity. Development: I can describe some of the physical and mental health benefits of regular exercise. Enrichment: I can explain some of the long term benefits of regular exercise. HL4 – Healthy eating Core: I can identify foods we can eat all of the time that are good for us. I can identify foods that should only be eaten occasionally. I can describe our favourite foods and drinks
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					and give reasons for our choices. Development: I can explain what we mean by a healthy balanced diet. I can explain what makes some foods better for our health than others. Enrichment: I can describe some of the long term benefits of a healthy diet. I can explain some of the risks of consuming food and drinks with high sugar and caffeine.	
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Builds on Stage 3 Who is special to me? How can I be kind and respectful?	Builds on Stage 3 How do I keep safe? Who can I trust?	Builds on Stage 3 How do I express my feelings? How do I manage my feelings?	Builds on Stage 3 How do we keep well?	Builds on Stage 3 How do I keep my body healthy?	Builds on Stage 3 Who is in my community? How can we care for our environment?
Coverage:	Coverage: Big Question: How can I be kind and respectful? Self-Awareness	Coverage: Big Question: How do I keep safe and who can I trust? Self-Care support and safety.	Coverage: Big Question: How do I express and manage my feelings? Managing Feeling.	Coverage: Big Question: How do we keep well? Healthy Lifestyles (Drugs and alcohol)	Coverage: Big Question: How do I keep my body healthy? Healthy Lifestyles	Coverage: Big Question: Who is in my community and how do we care for it? The World I live in.
Knowledge:	Knowledge: I know strategies to manage negative behaviour. I know about the influence of social media. I know what stereotyping means and the reasons for it. I know what it means to be prejudice. I know what it means to discriminate.	Knowledge: I know how to help others if we are worried about their personal safety. I know how dangers can contribute to accidents. I know what personal safety is. I know what FGM is. I know why FGM is wrong. I know how to say no to stay safe. I know what risk taking is and when it can be positive. I know what gambling is and why people do it.	Knowledge: I know how I am feeling using the zones of regulation. I know things that we may say or do that affects how we or others feel. I know what a strong emotion is. I know what happens to my brain when I have a strong emotion. I know how and where to get help to cope with strong emotions. I know how to challenge others when they are hurting others or me. I know that feelings are different for different relationships. I know how others' comments affect how we feel about ourselves.	Knowledge: I know different prescribed and over the counter drugs. I know the difference between prescribed and over the counter drugs. I know how you can take medicines and how they help take care of our health. I know common legal drugs. I know the rules around the selling and consumption of alcohol and nicotine. I know why there are special rules. I know illegal drugs and the laws. I know the benefits of not smoking/vaping, drinking alcohol or using drugs.	Knowledge: I know what self-esteem is. I know what a positive body image is. I know how to maintain positive self-esteem and body image. I know what peer pressure is. I know why we might put ourselves under pressure to try risky things. I know what a habit is. I know what addiction is. I know where to get help for myself or others.	Knowledge: I know the influence of fake news. I know the positive and negative impacts we have on the environment. I know my feelings and values regarding climate change.

				I know how peer pressure might influence our decision. I know the risks and consequences of alcohol, smoking and drugs on my body. I know the impact on others if they are misused. I know how and where to get help.		
Skills	Skills: I can think about strategies to manage negative behaviour. I can explain the impact of social media on how people feel. I can explain the harm of people stereotyping based on religion, gender, age, race or sexual orientation. I can give examples of what it means to be prejudice and the impact it has on others. I can give examples discrimination and the impact it has.	Skills: I can discuss how inappropriate use of mobile phone can contribute to accidents. I can how to help others manage their personal safety. I can discuss what FGM is. I can explain that FGM is illegal and why. I can give examples of how to say no to stay safe. I can give examples of positive risky behaviours. I can explain what gambling is and why people do it.	Skills: I can use the zones of regulation to match how I am feeling. I can list things that affect how we or others feel about us. I can explain what happens to my brain when I experience strong emotions. I can identify signs that I may need help/or help others cope with strong emotions. I can identify my toolkit to help regulate strong emotions and who else can help. I can demonstrate polite and assertive ways to challenge unkind comments to others or myself. I can explain that I may have strong feelings for others that are more than a friendship.	Skills: I can name prescribed and over the counter drugs. I can explain why and how they are different. I can explain how medicines, when used responsibly can help take care of our health. I can identify common legal drugs. I can explain why there are rules around selling and consuming alcohol, drugs and nicotine. I can name illegal drugs and the laws associated with them. I can explain what influences decisions to smoke/vape, drink alcohol or use drugs. I can recognise risks and consequences of alcohol, smoking and drugs on my body. I can explore the impact on others if they are misused. I can recognise how and where to get help.	Skills: I can explain what is self-esteem. I can describe ways to maintain self-esteem in relation to body image. I can explain what peer pressure is. I can explain why we put ourselves under pressure to try substances. I can describe what a habit and addiction is. I can discuss how to maintain a positive self-esteem. I can explain where to get help for myself or others.	Skills: I can explain what fake news is. I can explain it's influence on people's opinions, attitudes and understanding of the world. I can explain how everyday choices affect the environment. I can explain the positive impact of reducing, reusing and recycling. I can explain the negative impact of single use plastic and pollution. I can identify my feelings and values in relation to climate change and the environment.
Assessment:	Assessment: SA3 – Prejudice and discrimination. Core: I can recognise what prejudice means I can explain what it means to discriminate against someone. Development: I can identify examples of different prejudice and	Assessment: SSS3 – Accidents and Risks. Core: I can explain what is meant by the terms risky and dangerous. I can identify some behaviours that might be risky. Development:	Assessment: MF 2 – Strong Feelings Core: I can recognise when others might be feeling happy or unhappy from their facial expression and body language. Development: I can describe strong emotions.	Assessment: HL6 – Medical drugs Encountering: Core: I can identify the difference between over the counter medicines and those prescribed by a doctor. Development:	Assessment: HL5 – Body Image Core: I can describe thoughts and feelings about different bodies are portrayed. Development: I can identify ways images may be manipulated. I can recognise what is meant by body image.	Assessment: WIL13 – Taking care of the environment.. Core: I can recognise different ways of showing compassion to other living things. Development: I can describe shared responsibilities we all have for taking care of other

	discrimination we have heard about. Enrichment: I can explain what stereotyping means. I can demonstrate simple constructive strategies for responding to prejudice and discrimination.	I can describe situations and behaviours which may not be safe and entail risk. I can identify trusted adults to help in risky situations. Enrichment: I can identify ways of reducing risk and keeping safe. I can explain how inappropriate use of mobile phones can contribute to accidents. WIL12 – Managing online information. Encountering: I can respond with curiosity to stimuli about online advertising. Foundation: I can recognise that not everything is real or true. Core: I can recognise that advertising online is targeted at individuals. I can recognise that not everything we see or read online is trustworthy and are fake. SSS7 - Gambling Core: I can explain what is meant by gambling and identify places and ways this takes place. I can identify what it means to win or lose in relation to gambling. Development: I can give reasons why people might choose to gamble. Enrichment: I can describe influences or pressures on people to gamble. SSS2 – Feeling frightened/worried Core: I can explain that we should always tell someone if anyone makes	I can describe simple strategies we can use to feel and stay happy. I can identify how we can help others who may be feeling unhappy. I can identify whom to ask or tell if we are feeling unhappy and/or need help. Enrichment: I can identify some responses to feeling unhappy that might be unhelpful and give reasons why they are unhelpful. I can describe how when we feel strong emotions we might feel like doing something we wouldn't usually do; how this could affect ourselves or other people. I can describe how to manage strong emotions by using simple strategies to help ourselves and others. MF1 – Self-esteem and unkind comments. Core: I can identify things we can do which help us to feel Development: I can identify things we may say or do that could affect how we or others feel about us. I can identify things that others may say or do that could affect how we feel about ourselves. Enrichment: I can explain the difference between helpful/kind and unhelpful/unkind comments. I can demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments.	I can identify some examples of over the counter medicine. I can describe how medicines, when used responsibly can help us to take care of our health. Enrichment: I can recognise the importance of taking over the counter and prescribed medicines correctly. HL7 – Medicinal drugs, Drugs, alcohol and tobacco. Core: I can identify some common legal drugs. I can recognise that there are special rules around the selling and consumption of nicotine and alcohol and why they exist. I can identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use. I can recognise that most young people choose not to smoke/vape, drink alcohol or use drugs. Development: I can explain that there are laws around supplying or possessing illegal substances and why they exist. I can describe some of the risks and consequences of drinking alcohol, smoking and other drugs on the body. I can identify how misusing substances/alcohol might impact on relationships. I can identify when, why and how to ask for help in relation to drugs and alcohol. Enrichment: I can explain how drugs/alcohol can affect how people feel, influence	Enrichment: I can explain what is meant by self-esteem. I can describe ways we can maintain self-esteem in relation to body image. I can identify some influences to look a particular way and the impact on emotional well-being.	people, living things and the environment we live in. Enrichment: I can explain how every day choices can affect the environment positively and negatively (Recycling and single use plastic). I can identify our feelings and values in relation to climate change.
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		us feel worried or uncomfortable. Development: I can recognise that no one has the right to make us feel frightened or uncomfortable. I can explain what is meant by personal space. I can give reasons why it might be necessary to keep telling trusted adults. Enrichment: I can explain that some actions are crimes (harassment, assault). I can explain that FGM is wrong and illegal.	MF3 – Romantic feelings and sexual attraction. Core: I can describe the difference between liking someone and fancying someone. Development: I can explain how part of growing up might be to experience strong feelings about people we like or fancy. Enrichment: I can explain that people can like or fancy someone of the same or different gender, race, ability or religion. I can demonstrate appropriate vocab(sex, gender identity and sexual orientation).	their decisions and can contribute to causing accidents. I can describe how pressure to use substance can come from a a variety of sources. I can explain why we might put ourselves under pressure to try substances. I can describe or demonstrate strategies to resist pressure to smoke, drink alcohol or use illegal drugs.		
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