



Progression of knowledge and skills in PSHE – 2022 – 2023

End Points						
	Year One	Year Two	Year Three	Year Four	Year Five	Year 6
Core Theme 1: Health and well being	<p>Children will have developed an understand of what being healthy means and can identify who helps help them to stay healthy. They will have a good understanding of helpful and harmful things including medicines. Children will be able to talk about why hygiene is important and how simple hygiene routines can stop germs from being passed on. Children can describe roles in the community to help them keep safe, they understand the jobs they do and how they help people. Children will know how to attract someone’s attention or ask for help in unsafe situations. Children will know how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say.</p>	<p>Children will know how rules and restrictions help them to keep safe. They will be able to identify risky and potentially unsafe situations and take steps to avoid or remove themselves from them. Children will know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets. Children will have a deeper understanding of different things which help their bodies to be healthy, including food and drink, physical activity, sleep and rest. They will have learnt that eating and drinking too much sugar can affect their health, including dental health. They will be able to recognise, name and describe a range of feelings, they will know what helps them to feel good, or better if not feeling good. They will know how different things / times / experiences can bring about different feelings for different people. Children will have learnt ways to manage big feelings and the importance of sharing their feelings with someone they trust.</p>	<p>Children will be able to recognise hazards that may cause harm or injury and describe what they should do to reduce risk and keep themselves (or others) safe. Children will be able to explain that their body belongs to them and should not be hurt or touched without their permission, they will be able to say what to do and who to tell if they feel uncomfortable. They will be able to describe how everyday health and hygiene rules and routines help people stay safe and healthy. They will know how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns. Children will understand how to eat a healthy diet and the benefits of nutritionally rich foods, they will explain how to maintain good oral hygiene and the importance of regular visits to the dentist. They will describe how people make choices about what to eat and drink, including who or what influences these. They will know how, when and where to ask for advice and help about healthy eating and dental care. The will know how to make choices about physical activity, including what and who</p>	<p>Children will be able to recognise personal qualities and individuality which will help to develop self-worth by identifying positive things about themselves and their achievements. They will know how their personal attributes, strengths, skills and interests contribute to their self-esteem. Children will know how to set goals for themselves and how to manage when there are set-backs. Children will understand how feelings change over time and can be experienced at different levels of intensity, they will know the importance of expressing feelings and how they can be expressed in different ways. Children will have learnt how to respond proportionately to, and manage, feelings in different circumstances, how to access advice and support. Children will know about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams. They will know how puberty can affect emotions and feelings and how personal hygiene routines change during puberty. They will know how to ask for advice and support about growing and changing and puberty. Children will be</p>	<p>Children will be able to recognise and respect similarities and differences between people. They will know that there are a range of factors that contribute to a person’s identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes). Children will know how individuality and personal qualities make up someone’s identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex). They will understand stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others. Children will know how to challenge stereotypes and assumptions about others. Children will be able to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions. Children will know the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services. Children will know how drugs common to everyday life (including smoking/vaping - nicotine,</p>	<p>Children will understand how mental and physical health are linked. They will know how positive friendships and being involved in activities such as clubs and community groups support wellbeing. They will revisit all their prior learning to explain how to make choices that support a healthy, balanced lifestyle. They will know that habits can be healthy or unhealthy and be able to discuss strategies to help change or break an unhealthy habit or take up a new healthy one. They will have a good understanding of how legal and illegal drugs can affect health and how to manage situations involving them, they will know how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school. Children will know that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on. They will understand that anyone can experience mental ill-health and to discuss concerns with a trusted adult. They will know that mental health difficulties can usually be resolved or</p>

			<p>influences decisions. They will know how the lack of physical activity can affect health and wellbeing.</p>	<p>able to recognise, predict, assess and manage risk in different situations. They will know how to keep safe in the local environment and less familiar locations. Children will know how people can be influenced by their peers' behaviour and by a desire for peer approval and know how to manage this influence. Children will know that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.</p>	<p>alcohol, caffeine and medicines) can affect health and wellbeing, they will know that some drugs are legal and other drugs are illegal. They will understand how laws surrounding the use of drugs exist to protect them and others. Children will develop an understand of why people choose to use or not use different drugs, how people can prevent or reduce the risks associated with them. They will understand that for some people, drug use can become a habit which is difficult to break. They will know how to ask for help from a trusted adult if they have any worries or concerns about drugs.</p>	<p>managed with the right strategies and support. Children will know that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else.</p>
<p>Core Theme 2: Relationships</p>	<p>Children can say what they like/dislike and are good at. They know what makes them special and how everyone has different strengths including how their personal features or qualities are unique to them. Children know the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private. Children will have a good understanding of family and be able to talk about what their family members, or people that are special to them, do to make them feel loved and cared for. Children will know how families are all different but share common features. Children will understand that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried.</p>	<p>Children will know how to make friends with others and be able to recognise when they feel lonely and what they could do about it. They will know how people behave when they are being friendly and what makes a good friend. Children will know how to resolve arguments that can occur in friendships and know how to ask for help if a friendship is making them unhappy. Children will be able to say how words and actions can affect how people feel. They will understand how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe. Children will understand why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable and know how to respond if this happens in different situations. Children</p>	<p>Children will know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded. They will know how to recognise if others are feeling lonely and excluded and be able to describe strategies to include them. Children will know how to build good friendships, including identifying qualities that contribute to positive friendships and understand that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences. Children will understand how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents). They will know how common</p>	<p>Children will know how people's behaviour affects themselves and others. They will know how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return. They will demonstrate a good understanding about the relationship between rights and responsibilities. Children will know about the right to privacy and how to recognise when a confidence or secret should be kept, or not agreed to and when to tell. Children will know the rights that children have and why it is important to protect these. They will know that everyone should feel included, respected and not discriminated against. They will know how to respond if they witness or experience exclusion, disrespect or discrimination. They will know how to respond to aggressive</p>	<p>Children will know about the different types of relationships people have in their lives. They will know how friends and family communicate together. Children will have a good understanding of how to recognise risk in relation to friendships and keeping safe. Children will be able to explain how to respond if a friendship is making them feel worried, unsafe or uncomfortable, they will know how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.</p>	<p>Children will know that people have different kinds of relationships in their lives, including romantic or intimate relationships. They will know that people who are attracted to and love each other can be of any gender, ethnicity or faith. Children will know the way couples care for one another and that adults can choose to be part of a committed relationship or not, including marriage or civil partnership. Children will know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime. They will understand how puberty relates to growing from childhood to adulthood and know about the reproductive organs and process of how babies are conceived and born and how they need to be cared for. Children will show an awareness that there are ways</p>

		<p>will know how to report bullying or other hurtful behaviour to a trusted adult and the importance of doing so.</p>	<p>features of positive family life often include shared experiences, e.g. celebrations, special days or holidays. Children will know how people within families should care for each other and the different ways they demonstrate this, they will know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.</p>	<p>or inappropriate behaviour and know how to report concerns.</p>		<p>to prevent a baby being made. They will understand how growing up and becoming more independent comes with increased opportunities and responsibilities. They will know how friendships may change as they grow and how to manage this. Children will know how to manage change, including moving to secondary school. They will know how to ask for support or where to seek further information and advice regarding growing up and changing.</p>
<p>Core Theme 3: Living in the Wider World</p>	<p>Children will understand what money is and that money comes in different forms. They will be able to talk about how people make choices about what to do with money, including spending and saving. Children will begin to show an understanding of the difference between needs and wants. They will know how to keep money safe and the different ways of doing this. Children will know how kind and unkind behaviour can affect others, understanding how to be polite and courteous and how to play and work co-operatively. They will have developed an awareness of the responsibilities they have in and out of the classroom. They will know how people and animals need to be looked after and cared for. They will know what can harm the local and global environment and be able to say how they and others can help care for it. They will have learnt how people grow and change and how people's needs change as they grow from young to old.</p>	<p>Children will know how jobs help people earn money to pay for things they need and want. They will have a clear understanding about a range of different jobs, including those done by people they know or people who work in their community. They will know how people have different strengths and interests that enable them to do different jobs.</p>	<p>Children will know how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups. They will know what is meant by a diverse community and know how different groups make up the wider/local community around the school. Children will know how the community helps everyone to feel included and values the different contributions that people make. They will know how to be respectful towards people who may live differently to them.</p>	<p>Children will know how people have a shared responsibility to help protect the world around them. They will understand how everyday choices can affect the environment. Children will know how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity). They will have developed the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues. They will know how to show care and concern for others (people and animals) and know how to carry out personal responsibilities in a caring and compassionate way.</p>	<p>Children will know how people make decisions about spending and saving money and what influences them. They will know how to keep track of money so people know how much they have to spend or save. Children will know how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans). They will know how to recognise what makes something 'valuable for money' and what this means to them. Children will know that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions. They will understand that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime. They will know that some jobs are paid more than others and some may be voluntary (unpaid). They will know about the skills, attributes, qualifications and training needed for different jobs and</p>	<p>Children will revisit all their prior learning in order to consider how they will become a responsible citizen within society. They will begin to prepare and make plans for the future and take steps in becoming an independent adolescent.</p>

						that there are different ways into jobs and careers, including college, apprenticeships and university. Children will know how people choose a career/job and what influences their decision, including skills, interests and pay. They will know how to question and challenge stereotypes about the types of jobs people can do. Children will have considered choosing a career/job for themselves when they are older, why they would choose it and what might influence their decisions.	
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Core Theme 1: Health and well being									
EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
To learn to use the toilet with help, and then independently.	<p>To show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>To start eating independently and learning how to use a knife and fork.</p> <p>To be increasingly independent as they get dressed and undressed, putting on coats and doing zips.</p> <p>To be increasingly independent in meeting their own needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>To manage their own needs – Personal Hygiene.</p> <p>To know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian.</p>	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG)	Can describe some ways to keep healthy.	<p>Describes some ways to keep healthy and can explain why they are important</p> <p>Able to describe how to follow simple hygiene and dental routines and explain why they are important</p> <p>Understands different things people put on their bodies can affect them and discuss the</p>	<p>Explains a range of ways to keep healthy, that habits can have positive and negative effects on health</p> <p>Demonstrates and gives reasons for hygiene routines</p> <p>Recognises the link between physical and mental health</p> <p>Assesses how safe or unsafe different choices for health and wellbeing</p>	Demonstrates and gives reasons for hygiene routines, and explain the importance of following them regularly.	<p>Explains a range of ways to keep healthy, that habits can have positive and negative effects on health giving examples of ways in which they do this</p> <p>Explains how different substances, including legal and illegal drugs, can affect health positively and negatively;</p> <p>Explains the importance of balancing time</p>	<p>Can explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy.</p> <p>Can recognise the link between physical and mental health and describe strategies that promote mental health for myself or others.</p>

	To make healthy choices about food, drink, activity and toothbrushing.				risks and benefits of this			online with other activities	Explains how different substances, including legal and illegal drugs, can affect health positively and negatively; identify a range of associated risks and influences, and suggest ways to manage these. Recognises signs that they or someone else may need help with their physical health or mental wellbeing.
To safely explore emotions beyond their normal range through play and stories. To talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". To thrive as they develop self assurance.	To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. To understand gradually how others might be feeling. To begin to understand how others might be feeling.	To express their feelings and consider the feelings of others. To identify and moderate their own feelings socially and emotionally. To see themselves as a valuable individual. To show resilience and perseverance in the face of challenge.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (ELG) Be confident to try new	Able to say something what makes them special and unique, what good at and what proud of and how these help them feel good about themselves	Recognises and name different feelings and describes what to do if they, or others, have not so good feelings Can suggest ways to help themselves and other people feel good, or better if they are not feeling good such as sleep, exercise etc.	Has a wide vocabulary to describe different emotions in myself and others, and can explain how feelings change and ways to manage difficult feelings Can identify things that make me who I am, that I am proud of Kows what setbacks and unhelpful thinking are.	Identifies things that make me who I am, that I am proud of and my attributes to be a good friend To know what setbacks and unhelpful thinking are and their impact Has a wide vocabulary to describe different emotions in myself and others, and can explain how feelings change and ways to manage difficult feelings, including those	Identifies things that make me who I am, that I am proud of and recognise how building personal strengths contribute to selfworth. Suggests ways to manage setbacks and unhelpful thinking.	Identifies external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty and suggest strategies to manage these. Explains how babies are conceived and born as part of the human life cycle.

			<i>activities and show independence, resilience and perseverance in the face of challenge (ELG)</i>				related to change and loss.		
				Identify external body parts	Identifies external body parts and begins to understand how bodies change as they grow from young to old		Identifies external genitalia and internal reproductive organs	Identifies external genitalia and internal reproductive organs, and describe how and why bodies change as we grow, including during puberty Can explain the human life cycle	Explains the importance of balancing time online with other activities for physical and mental wellbeing. Can identify things that make me who I am, that I am proud of and recognise how building personal strengths contribute to selfworth. Suggest ways to manage setbacks and unhelpful thinking and understand why this is important
				Give some examples of change and suggest some ways to manage change such as changing class	Is able to give some examples of change and suggest some ways to manage change such as changing class or loss	Identifies changes and transitions in school	Describes ways to prepare for and manage transitions in life or school.	Describes ways to prepare for and manage transitions in life or school	Can describe ways to prepare for and manage transitions positively between important stages in life or school.
				List some people who help children stay safe and healthy and why it is important to ask for help. Understands how to get help in emergency situations and follow	Explains or demonstrate how to respond in emergency situations. Able to identify risks at home, online, on the road and elsewhere.	Able to explain the purpose of laws, rules and restrictions to keep children safe Suggest ways of reducing and managing risk at home, online, on the road and elsewhere.	Explains the purpose of laws, rules and restrictions to keep children safe online Explains or demonstrates how to respond in emergency situations, including basic first aid skills.	Is able to explain the purpose of laws, rules and restrictions to keep children safe, and how to use risk assessment skills to make safe choices Identifies a range of sources of support	

					instructions to keep safe				(people who help children stay safe and healthy) and suggest who to ask in different situations, including if I or someone I know is at risk.
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Core Theme 2: Relationships

EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>To notice differences between people.</p> <p>To develop friendships with other children.</p>	<p>To continue to develop positive attitudes about the differences between people.</p> <p>To talk with others to solve conflicts.</p> <p>To play with one or more other children, extending and elaborating play ideas.</p>	<p>To build constructive and respectful relationships.</p> <p>To think about the perspectives of others.</p> <p>To talk about members of their immediate family and community.</p> <p>To name and describe people who are familiar to them.</p>	<p>Form positive attachments to adults and friendships with peers (ELG)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (ELG)</p>	<p>Able to say who loves and cares for me, what a family is and why families are different</p> <p>Can identify what makes a good friend</p> <p>Can say how they are the same and different to other people</p>	<p>Names different types of relationships, family, friendship, online</p> <p>Understands how they are the same and different to other people and how to treat themselves and other people with respect</p>	<p>Explains how families are different</p> <p>Able to identify features of positive family life.</p> <p>Explains what makes a healthy, positive friendship</p> <p>Describe different types of relationships</p>	<p>Able to explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues.</p> <p>Describes different types of relationship and why it is important to be respectful of different types of relationships</p> <p>Recognises the importance of getting help if I feel lonely or excluded.</p>	<p>Can explain what makes a healthy, positive friendship and ways to avoid or resolve arguments and other friendship issues including those online</p>	
				<p>Understand what bullying and hurtful behaviour are, how they might make someone feel</p>	<p>Understands what bullying and hurtful behaviour are, how they might make someone feel, that they are unacceptable,</p>	<p>I can name different types of bullying</p>	<p>I can name different types of bullying, explain the effects of bullying</p> <p>Says what discrimination is, recognise</p>	<p>Names different types of bullying, explain the effects of bullying and hurtful behaviour, including online</p> <p>Recognises peer influence or</p>	<p>Can name different types of bullying, explain the effects of bullying and hurtful behaviour, including online,</p>

					and who to ask for help Describes what pressure might look like or feel link in a friendship or in situations with other children and ways to resist it.		that everyone deserves to be treated with respect	pressure in a range of situations	and how to respond if it is experienced or witnessed. Knows what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged. I can express and discuss my views on topical issues, and listen respectfully to others. Recognises peer influence or pressure in a range of situations and suggest strategies to manage and respond to it.
<p>To understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p> <p>To understand simple instructions like "give to mummy" or "stop".</p> <p>To understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p>	<p>To enjoy listening to longer stories and can remember much of what happens.</p> <p>To understand 'why' questions...</p>	<p>To understand how to listen carefully and why listening is important.</p> <p>To listen to and talk about stories to build familiarity and understanding.</p>	<p><i>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG)</i></p> <p><i>Make comments about what they have heard and ask questions to clarify</i></p>	<p>Understands when it is important to ask permission when it might be needed</p> <p>Knows what a secret is and when it should be shared.</p> <p>Able to identify types of touch which are acceptable and unacceptable</p>	<p>Knows when it is important to ask permission and how to ask for, give or not give permission</p> <p>Recognises when a secret should not be kept, but told to a trusted adult</p> <p>Identify types of touch which are acceptable and</p>	<p>Explain the importance of privacy (including keeping some body parts private)</p> <p>Identifies the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if</p>	<p>Able to listen respectfully to others.</p> <p>I can explain the importance of privacy (including keeping some body parts private)</p> <p>Explains the difference between appropriate and inappropriate touch, including appropriate</p>	<p>I can explain the meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations</p> <p>Explains the importance of privacy (including keeping some body parts private), different circumstances when privacy is</p>	<p>Describes different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex.</p> <p>Recognises the importance of</p>

			<p>their understanding (ELG)</p> <p>Hold conversation when engaged in back-and forth exchanges with their teacher and peers (ELG)</p>	<p>Knows which body parts are private</p> <p>Knows who to tell if a relationship or actions of someone I don't know, has made me feel uncomfortable, upset or unsafe.</p>	<p>unacceptable, recognise the need to ask permission and say who to tell about concerns and worries</p> <p>Understands that some people behave differently online and say some simple ways to keep online communication safe</p> <p>Knows who to tell if a relationship or actions of someone I don't know, has made me feel uncomfortable, upset or unsafe and why it is important to tell</p>	<p>concerned about any contact.</p> <p>Recognises when it is right to break a confidence or share a secret, and who to tell.</p> <p>Able to explain when, where and how to get help or support if worried about relationships of any sort.</p>	<p>boundaries with people we do or don't know, and who to tell if concerned about any contact.</p> <p>Explain when, where and how to get help or support if worried about relationships of any sort</p>	<p>important (including online)</p> <p>Can explain the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact.</p> <p>Describes how online communication is different from face to face communication, including how people might behave online; and suggest ways to keep online relationships and communication safe and respectful.</p> <p>Can explain when, where and how to get help or support if worried about relationships of any sort.</p>	<p>getting help if I feel lonely or excluded, and can describe how to help others to feel included. meaning and importance of consent (asking for/giving/not giving permission) in a variety of situations, including how or when to seek, give and not give consent.</p> <p>Explains the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries.</p> <p>Explains the difference between appropriate and inappropriate touch, including appropriate boundaries with people we do or don't know, and who to tell if concerned about any contact.</p>
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									Identifies when, where and how to get help or support if worried about relationships of any sort.
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Core Theme 3: Living in the Wider World									
EYFS - Birth to Three Years	EYFS – Three & Four Years	EYFS - Reception	EYFS ELG	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
To explore natural materials, indoors and outside.	To plant seeds and care for growing plants. To understand the key features of the life cycle of a plant and an animal. To begin to understand the need to respect and care for the natural environment and all living things.	To explore the natural world around them.	Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (ELG)	Knows some ways to care for the plants, animals and people around us.	Knows ways to care for the plants, animals and people around us and why this is important.	Understands our shared responsibilities and ways we can care for.	Understands our shared responsibilities and ways we can care for others and the environment, and how everyday choices impact the environment.		
To begin to show 'effortful control'. For example, waiting for a turn and resisting the	To increasingly follow rules, understanding why they are important.	To identify and moderate their own feelings socially and emotionally.	Show an understanding of their own feelings and those of others, and begin to regulate their	Gives some examples of rules in school or at home. Can state some rules for	Can give some examples of rules in school or at home and say why they are important.	Able to identify rules and why they are important	Able to identify a range of different rules, laws, and human rights and understand the differences between them	Identifies a range of different rules, laws, and human rights, explain why they are important	Identifies a range of different rules, laws, and human rights, explain why they are important and possible

strong impulse to grab what they want or push their way to the front.	To remember rules without needing an adult to remind them.		behaviour accordingly (ELG) Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG)	using the internet and devices safely, Can describe how wanting something is different from needing something.	Understands some rules for using the internet and devices safely, and recognise that not everything online is always true.				consequences of not following rules.
To make connections between the features of their family and other families.	To continue to develop positive attitudes about the differences between people.	To recognise some similarities and differences between life in this country and life in other countries.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps (ELG)	Able to identify some similarities and differences between people in my school and community. Gives some examples of groups they and other people belong to	Identifies some similarities and differences between people in my school and community Give some examples of groups they and other people belong to and the roles and responsibilities in these different groups.	I understand what a community is I can explain how people use the internet in different ways	Understands benefits of having diversity in our community and ways to promote inclusion in our school and community. Knows what stereotypes, prejudice and discrimination mean, why we need to show others respect I can explain how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet		Understands what stereotypes, prejudice and discrimination mean, why we need to show others respect and how we can positively challenge discrimination.
				Can say what money is, where it comes from, and how it can be looked after, saved or spent.	Understands how wanting something is different from needing something. Can say what money is, where it comes from, and how it can be looked after, saved or spent. Recognises that people have different strengths,	Able to identify strengths, skills and achievements, how these might help me choose a job Describes some of the pathways into a range of jobs, and recognise that peoples' jobs can change over their lifetime,	Able to identify strengths, skills and achievements, how these might help me choose a job, and use these to set goals	Can explain the role of money, that it can be earned, saved and spent, and how to make decisions about different uses of money, including managing risks and influences. Recognises how financial decisions can impact	

					identify some different jobs that people do and some skills needed for those jobs.	Identifies factors that might limit or support people's career choices, including stereotypes related to different jobs, and be ambitious for my future.		people's emotions, including choices related to gambling.	
								<p>Understands how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet</p> <p>Understands information online is not always true, suggest ways to assess whether online information is accurate and trustworthy, and explain how to report harmful content.</p>	<p>Understands how people use the internet in different ways, including how data is gathered and used, describe benefits and challenges of using the internet and safety rules to help minimise risk when using digital devices.</p>