

Strand	Early Years	KS1- Year 1 & Year 2	LKS2 Year 3 & Year 4
<p><b>Families and People Who Care For Me</b></p>	<p><b>Development Matters/ EYFSP 3-4 year olds.</b> <b>PSED</b></p> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people.</li> <li>• Begin to make sense of their own life-story and family's history.</li> </ul> <p><b>Early Years Foundation Stage Profile (EYFSP)</b> <b>Children in Reception:</b> <b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Form positive attachments to adults and friendships with peers.</li> </ul> <p><b>ELG</b> <i>Children achieving expected levels for the ELG's will achieve Good Level of Development (GLD) by end of EYFS.</i></p> <p><b>PSED-Building Relationships</b> Form positive attachments to adults.</p> <p><b>End Point Summary:</b> Children will be able to talk about the immediate members of their family and name and describe people who are familiar to them.</p>	<p><b>RSE Statutory Requirements:</b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b>End points:</b></p> <p>Children recognise important members of their families and those that are familiar and important to them. Children understand how important it is for families to make you feel happy, safe and secure. Children understand that all families may not look the same, this does not mean they are not equal and should be equally respected whether they are similar or different to their own families. Children understand people may choose to get married and what this commitment means. Children can recognise if family relationships make them feel unhappy, uncomfortable or unsafe and know who to ask for help/ which language to use and the importance to keep seeking help if needed.</p>	<p>Demonstrate a basic understanding of different types of relationships and show respect and tolerance of diverse relationships. This should include family and people who care for them, caring friendships, respectful relationships including online. Know how to create positive friendships and solve conflict in friendships. Demonstrate a basic understanding of consent and personal boundaries. Know some places to seek help if needed.</p> <p><b>End Points:</b></p> <p>Children know how to maintain healthy relationships with other including their family. Children know that healthy families should provide safety, security, love and happiness. Children understand healthy relationships are based on mutual respect and understand the importance of boundaries, consent and personal space. Children recognise that family set ups may look different to their own (exploring further examples). Children understand that all families should be treated with equal respect no matter their differences in appearance, belief, background, religion.</p>

	<p>Children will be able to talk about the role of others in society and show an interest in different occupations.</p>			
	<p><b>Key vocabulary</b> family, friends, helping, love, caring, kind, jobs, community, home, school, similar, different, safe.</p>	<p><b>Key vocabulary</b> Family, love, safe, secure, active listening, behaviour, bullying, care, choices, community, compliment, discussion, fair, family, friends, group, helpful, joking, kind, learner, mindset, needed, negative, polite, positive, safe, secure, special, support, team, teasing, thoughtful, unkind</p>	<p><b>Key vocabulary</b> Family, similarities, differences, security, safe, achieve, caring, choices, conflict, cooperate, cooperation, disagreement, family, friend, friendship, group, happy, healthy, help, important, kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team, thoughtful, time, trust, trusted adult</p>	<p><b>Key Vocabulary</b> Family, similarities, differences, same sex, blended, love, care, support, communicating, bonding, achieve, actions, attitude, behaviours, benefit, body language, change, collaboratively, communication, compromise, conflict, consequences, considerate, dispute, effect, emotion, facial expression, feelings, goals, impact, individuals, interpret, listening, negotiation, reflect, resolution, resolve, responding, responsibility, teammates, teamwork, transition, unhelpful</p>
<p><b>Caring Friendships</b></p>	<p><b>Development Matters/EYFSP 3-4 year olds. PSED</b></p> <ul style="list-style-type: none"> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Develop appropriate way of being assertive.</li> <li>• Talk with others to solve conflict.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> </ul> <p><b>Early Years Foundation Stage Profile (EYFSP) Children in Reception:</b></p> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> </ul>	<p><b>RSE Statutory Requirements:</b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul> <p><b>End Points:</b></p> <p>Children know how to make friends and form positive relationships with others based on mutual respect and understanding.</p>		<p>Demonstrate a basic understanding of different types of relationships and show respect and tolerance of diverse relationships. This should include family and people who care for them, caring friendships, respectful relationships including online.</p> <p>Know how to create positive friendships and solve conflict in friendships.</p> <p>Demonstrate a basic understanding of consent and personal boundaries.</p> <p>Know some places to seek help if needed.</p> <p><b>End Points:</b></p> <p>Children know the core values needed to form and maintain good friendships.</p> <p>They understand consent and personal space are important features in healthy relationships.</p> <p>They recognise the need to gain consent from others and the need to ask people to be near</p>

- Develop social phrases.

**PSED**

**Building Relationships**

- Show sensitivity to their own and others' needs.
- Form positive attachments to adults and friendships with peers.
- Work and play cooperatively and take turns with others.

**PSED**

- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.

**Self- Regulation**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

**ELG**

**Communication and Language**

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and group interactions.

**PSED-Building Relationships**

Work and play co-operatively and take turns with other.

Form positive attachments and friendships with peers.

Show sensitivity to their own and to others' needs.

**Self Regulation**

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

**End Point Summary:**

Children understand the core values that underpin friendships and why these are so important.

Children understand the importance of friendships and how friendships should be positive and make us feel happy.

Children understand sometimes friendships how their ups and downs. They know how to deal with conflict and resolution and how/who to ask for help where needed.

Children understand healthy friendships should be inclusive to others and friends should be treated with equal respect.

Children understand who to trust and what to do if a friendship makes them feel unhappy or uncomfortable.

them and wait for a 'yes' before they get too close.

Children understand the benefits of working collaboratively with others towards shared goals.

Children understand how to solve conflicts with peers.

They understand secrets and confidentiality and know when it is ok to keep a secret and the types of things that can be kept a secret.

Children understand feelings and empathy and are able to appropriately respond to the emotions of others.

Children understand a wider range of emotions and how they show and how to respond to them.

Children know the importance of valuing difference

(stereotypes). What is a stereotype? Types of stereotyping. The problems stereotyping can lead to.

Children can recognise and appropriately respond to bullying - the different places it can take

place. What they can do to help/ who can help. Children understand how to manage dares.

What is a dare? How does it feel to be dared? When might it

not be ok to give or accept a dare?

	<p>Children begin to form positive friendships based on mutual respect.</p> <p>Children know how to positively communicate with others including the use of manners.</p> <p>Children can identify and modify their own feelings socially and emotionally.</p> <p>Children are able to think about the perspective of others.</p> <p>Children show perseverance and resilience in the face of challenge and can work through conflict and resolutions with the support of an adult.</p>			
	<p><b>Key vocabulary</b>  <i>Kindness, caring, friendship, respect, listening, boundaries, trusted adult, happy, sad, feelings, arguing, helping, manners, perspective.</i></p>	<p><b>Key vocabulary</b>  <i>active listening, behaviour, bullying, care, choices, community, compliment, discussion, fair, family, friends, group, helpful, joking, kind, learner, mindset, needed, negative, polite, positive, safe, secure, special, support, team, teasing, thoughtful, unkind</i>  <i>angry, body language, calm, change, confidence, content, cross, disagree, wellbeing, emotions, enjoy, excited, facial expressions, feelings, happiness, happy, help, interests, kind, like, loss, memories, mental health, nervous, opinions, qualities, sad, safe, secure, share, skills, speak, talents, talk, thoughts, uncomfortable, unhappy, worried, angry, body language, calm, change, confidence, content, cross, disagree,</i></p>	<p><b>Key vocabulary</b>  <i>achieve, caring, choices, conflict, cooperate, cooperation, disagreement, family, friend, friendship, group, happy, healthy, help, important, kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team, thoughtful, time, trust, trusted adult,</i></p>	<p><b>Key Vocabulary</b>  <i>assertive, comfortable, confident, consequences, dares, effects, emotional, forceful, gloating, hide, impact, influence, manipulated, mind, mistake, positive, pressure, pride, pushy, resist, resolution, resolve, right, rude, scared, sorry, strategies, strengths, support, acquaintances, actions, alternatives, anonymous, antibullying, arguments, behaviour, bully, bullying, compromise, consequences, consideration, cyber, dares, decisions, differences, discrimination, disputes, diversity, equality, equity, falling out, honest, impact, interests, kindness, loyal, negotiation, opinions, prejudice, prejudiced, reflect, relatives, resolving, respect, strategies, support, network, teasing, techniques, thought, unhealthy, victim, views, VIPs</i></p>

		<p><i>wellbeing, emotions, enjoy, excited, facial expressions, feelings, happiness, happy, help, interests, kind, like, loss, memories, mental health, nervous, opinions, qualities, sad, safe, secure, share, skills, speak, talents, talk, thoughts, uncomfortable, unhappy, worried</i></p>		
<p><b>Respectful Relationships</b></p>	<p><b><u>Development Matters/EYFSP 3-4 year olds.</u></b>  <b>PSED</b></p> <ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> <p><b><u>Early Years Foundation Stage Profile (EYFSP) Children in Reception:</u></b>  <b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Develop social phrases.</li> </ul> <p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• Express their feelings and consider the feelings of others.</li> <li>• Think about the perspectives of others.</li> </ul>	<p><b><u>RSE Statutory Requirements:</u></b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p><b><u>End Points:</u></b></p> <p>Children understand everyone is unique and respect and celebrate the differences and similarities between us.  Children recognise that people may have different likes, dislikes, appearances, family backgrounds, beliefs, religions and opinions.  Children recognise these differences should be treated with respect and equality.</p>	<p>Demonstrate how to respect themselves and others and the importance of acting responsibly.  Show a basic understanding of the rights and responsibilities as members of families, other groups and ultimately citizens.  Discuss different groups they belong to, the groups in their local community and the importance of showing tolerance and respect for these.</p> <p><b><u>End Points:</u></b></p> <p>Children know the importance of treating others with respect and tolerance.  They understand people may have different likes, dislikes, backgrounds, religious beliefs and opinions and understand how this helps to create a diverse wider community.  Children understand their role in the community and can talk about groups they belong to.  Children have respect for themselves and know why this is important to their own mental health, they know they have the right to be treated with respect from others and who to turn to if they feel uncomfortable or unsafe in regards to interactions with others (both face to face and cyber).</p>	

- Build constructive and respectful relationships.
- See themselves as a valuable individual.

**ELG**

**Communication and Language**

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and group interactions.

**PSED**

**Building Relationships**

Work and play co-operatively and take turns with other.

Form positive attachments to adults and friendships with peers.

Show sensitivity to their own and to others' needs.

**Self Regulation**

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Give focused attention to what the teacher says.

**End Point Summary:**

Children see themselves as valued individuals.

Children form constructive and respectful relationships with their peers and others.

Children develop their communication skills and have the confidence to interact with others.

Children will be able to express their feelings and will begin to think about others points of views and emotions.

Child will begin to develop skills to cope with conflict and resolution.

Children recognise people come from different backgrounds and the wider community and wider world may look different to their own experiences (explore families, homes, schools, environments, the wider World.)

Children recognise groups which they belong to and can describe how this makes them feel.

Children treat each other with respect and understand how their own self-respect links to their own happiness.

Children know the importance of speaking with respect to others including using courtesy and good manners.

Children know that bullying is unacceptable and know who to ask for help and how to ask whether they are directly related to the issue or not.

Children understand what a stereotype is and how this can be an unfair representation.

Children understand the importance of mutual respect and boundaries within relationships. They know when to ask for permission and why this is important.

	<p><b>Key Vocabulary</b>  <i>Feelings, happy, sad, angry, calm, excited, worried, unsafe, help, support, kind, caring, respect, manners, points of view, listening, taking turns, teamwork.</i></p>	<p><b>Key Vocabulary</b>  <i>active listening, behaviour, bullying, care, choices, community, compliment, discussion, fair, family, friends, group, helpful, joking, kind, learner, mindset, needed, negative, polite, positive, safe, secure, special, support, team, teasing, thoughtful, unkind</i></p>	<p><b>Key Vocabulary</b>  <i>achieve, caring, choices, conflict, cooperate, cooperation, disagreement, family, friend, friendship, group, happy, healthy, help, important, kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team, thoughtful, time, trust, trusted adult</i></p>	<p><b>Key Vocabulary</b>  <i>acquaintances, actions, alternatives, anonymous, antibullying, arguments, behaviour, bully, bullying, compromise, consequences, consideration, cyber, dares, decisions, differences, discrimination, disputes, diversity, equality, equity, falling out, honest, impact, interests, kindness, loyal, negotiation, opinions, prejudice, prejudiced, reflect, relatives, resolving, respect, strategies, support, network, teasing, techniques, thought, unhealthy, victim, views, VIPs</i></p>
<p><b>Online Relationships</b></p>	<p><b><u>Development Matters/ EYFSP 3-4 year olds. PSED</u></b></p> <ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate way of being assertive.</li> <li>Talk with others to solve conflict.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> </ul> <p><b><u>Early Years Foundation Stage Profile (EYFSP) Children in Reception:</u></b></p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul> <p><b><u>ELG</u></b>  <b><u>Communication and Language</u></b></p>	<p><b><u>RSE Statutory Requirements:</u></b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p><b><u>End Points:</u></b></p> <p>Children understand how to stay safe online; they know they must not give out personal details such as their name, age, school or address.</p> <p>Children understand to ask for help from a trusted adult if they feel unsafe or uncomfortable.</p> <p>Children understand that not everything online is real and some people may pretend to be people they are not.</p> <p>Children understand that the conventions of a respectful relationship still apply online as they would face to face.</p> <p>Children understand the impact of bullying (face to face and cyber) and how to ask for help.</p> <p>Children understand what a stereotype is and how these can be an unfair representation.</p> <p>Children understand the concept of consent and when to ask for permission in relationships with friends, family and adults.</p>	<p>Have a some understanding of how to keep physically and emotionally safe - including internet safety.</p> <p>Be able to identify some that risks to emotional wellbeing and physical and mental safety.</p> <p>Know how to keep safe in the local area and online.</p> <p>Understand how media and images can affect feelings.</p> <p>Know that what is portrayed online is not always reality.</p> <p>Know people who help keep us safe and where/how to get help.</p> <p>Know how to deal with negative pressure.</p> <p><b><u>End Points:</u></b></p> <p>Children recognise how to keep safe online and who/ how to ask for help when needed.</p> <p>Children know the importance of keeping personal information private.</p> <p>They recognise information and images online may be untrue and understand that the images portrayed are not always reality - they are 'created' for a purpose and the effects this can have.</p> <p>Children know how to interact online and understanding bullying is not OK.</p>	

	<ul style="list-style-type: none"> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> </ul> <p><b>PSED</b> <b>Managing self</b> Be confident (to try new activities) show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><b>Self Regulation</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p><b>Building Relationships</b> Work and play cooperatively and take turns with others. Form positive attachments and friendships with peers. Show sensitivity to their own and to others' needs.</p> <p><b>End Point Summary:</b> Children will understand what is right and wrong and why rules are important to keep us safe. Children are developing the vocabulary needed to ask for help if they feel worried or unsafe.</p>		<p>They know what to do if they experience negative pressures and who they can turn to for support. Children understanding the conventions of a respectful relationship still apply online as they would face to face.</p>	
	<p><b>Key Vocabulary</b> <i>online, tablet, iPad, Internet, computer, right, wrong, happy, sad, rules, good, bad, unsafe, scared, worried, help, adult.</i></p>	<p><b>Key Vocabulary</b> <i>activity, address, comfortable, communicate, device, download, electronic, emoji, healthy, helpful, hobbies, information, interests, Internet, lie, mental wellbeing, message, messaging, news, offline,</i></p>	<p><b>Key Vocabulary</b> <i>safety, access, connected, activity, apps, fact, fake, network, social media, true, video call, respect, behaviour, balance, communicating, harmful content, age limits, restrictions, report</i></p>	<p><b>Key Vocabulary</b> <i>balance, behaviour, bullying, communicating online, concerns, connected devices, consequences, cyberbullying, discrimination, disrespect, face-to-face, forward, harassment, harmful content, images, impact, information sharing, manipulated, misinformation, name-calling, permission, positive, privacy, ranking, relationships, reliability, report, respect,</i></p>

		<p><i>online, password, personal information, picture message, pretend, private, screen time, sleep, social media, surname, text message, true, trusted adult, uncomfortable, video call</i></p>	<p><i>restrictions, risks, rules, safety, search results, share, shared information, social media, support, targeted information, teasing, text, trolling, videos</i></p>
<p><b>Being Safe</b></p>	<p><b><u>Development Matters/ EYFSP 3-4 year olds. PSED</u></b></p> <ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> <li>Remember rules without needing an adult to remind them.</li> <li>Develop appropriate way of being assertive.</li> <li>Talk with others to solve conflict.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Understand gradually how others might be feeling.</li> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>Make healthy choices about food, drink, activity and toothbrushing.</li> </ul> <p><b><u>Early Years Foundation Stage Profile (EYFSP) Children in Reception;</u></b></p> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own needs- Personal hygiene.</li> <li>Know and talk about the different factors that support their overall health and wellbeing;</li> </ul>	<p><b><u>RSE Statutory Requirements:</u></b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul> <p><b><u>End Points;</u></b></p> <p>Children understand appropriate boundaries within relationships and friendships both face to face and online.</p> <p>Children understand when to ask for help and who to ask.</p> <p>Children understand it is important to keep asking for help until they are heard and know the vocabulary needed in order to do so.</p> <p>Children understand the difference between safe secrets and surprises.</p> <p>Children know their body belongs to them and no-one should touch their private parts.</p> <p>Children are developing an understand of consent and why it is important.</p>	<p>Demonstrate a basic understanding of what a healthy lifestyle is, how to make informed choices about health and wellbeing and begin to recognise when they may need help and where to get this.</p> <p>Demonstrate how to respond in an emergency. Have a some understanding of how to keep physically and emotionally safe - including internet safety.</p> <p>Be able to identify some that risks to emotional wellbeing and physical and mental safety.</p> <p><b><u>End Point</u></b></p> <p>Children understand the importance of keeping safe and understand risks and dangers.</p> <p>Children understand and follow the school rules and have an understanding on health and safety including basic first- aid.</p> <p>Children understand who the people are who help us stay safe.</p> <p>They can describe feelings and how and where they feel in the body and manage them.</p> <p>Children have an understanding how emotions can be in conflict.</p> <p>Children understand how to manage and maintain a balanced lifestyle. Including healthy foods, exercise, screen time.</p> <p>They can discuss 'habits' and how these are hard to break.</p> <p>Children are able to manage risk in order to keep safe in the local environment.</p>

	<p>regular exercise, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.</p> <p><b>Building Relationships</b>          •Form positive attachments to adults and friendships with peers.</p> <p><b>ELG</b>  <b>Managing self</b>          Be confident (to try new activities) show independence, resilience and perseverance in the face of challenge.          Explain the reasons for rules, know right from wrong and try to behave accordingly.          Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p><b>Self Regulation</b>          Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p><b>Building Relationships</b>          Work and play cooperatively and take turns with others.          Form positive attachments and friendships with peers.          Show sensitivity to their own and to others' needs.</p> <p><b>End Point Summary:</b>          Children will understand what is right and wrong and why rules are important to keep us safe.          Children can use talk to help work out problems and organise thinking and activities.          Children are developing the vocabulary needed to ask for help if they feel worried or unsafe.</p>	<p>Children can identify risks and danger and know how to keep safe at home and in the wider community.          Children understand the importance of leading a healthy lifestyle; including the need for regular exercise, eating healthily, keeping our bodies clean, getting enough sleep, limiting screen time.          Children are developing an understanding of mental health and their emotions.          Children have an understanding of basic first aid.</p>	<p>Children have an understanding how puberty affects their bodies and can name external genitalia.</p>	
	<p><b>Key Vocabulary</b>  <i>Rules, good, bad, right, wrong, safe, adult, help, friends, family, emotions, happy, sad, worried.</i></p>	<p><b>Key vocabulary</b></p>	<p><b>Key vocabulary</b>  <i>adulthood, advice, carers, caring, change, comfortable, consent,</i></p>	<p><b>Key Vocabulary</b>  <i>Healthy, unhealthy, safe, unsafe, rules, danger, moderation, habits, limiting, balance,</i></p>

		<p>999, burn, chemicals, choke, danger, e-Safety, emergency, emergency services, fall, fire, harm, hazard, help, hurt, Internet, liquids, medicines, online, poisonous, protect, rail, risk, road, rules, safe, sharp, stranger, safer stranger, tablets, traffic, trip, trusted adult, uniform, unsafe, water</p>	<p>differences, difficult, emotions, female, independence, love, male, needs, opportunities, parents, private parts, respect, responsibility, rules, safe, siblings, similarities, stereotype, trusted adult, uncomfortable, unique, worried</p>	<p>emergency, first-aid, risk, emotions, mental health, conflict, resolution, support, changing, growing, puberty, penis, testicles, vagina, vulva. alcohol, ambulance, casualty, choices, cigarettes, comfortable, cycling, dangerous, dare, depth, drugs, e-cigarettes, electricity, first aid, first-aider, graze, impact, independent, inhaler, injection, injury, instructions, lungs, medicines, paramedic, peer pressure, physical, right, road safety, safety, scald, shock, uncomfortable, vaccine, water safety, wellbeing</p>
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