



Intent

- To be a resilient, independent and responsible member of society.
- To be able to manage emotions successfully as they change.
- To accept everyone is different and be respectful to others.
- To have the skills to keep themselves physically and emotionally safe in the real and virtual world.
- To ask for help when they need it.
- To be able to make the right choices in a range of situations.
- To transition successfully between Year Groups, Key Stages and Schools.

	Curriculum	Knowledge	Skills	Vocabulary
FI	<p><i>Development Matters</i> 3 & 4 year olds</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them 	<ul style="list-style-type: none"> • To know what they will need for different activities. • To know how to help themselves and others. • To know what a 'team' is. • To know how to work as a team. • To know how to help others. • To know that adults in school can be trusted. • To know that adults in uniform can be trusted. • To know that they can ask an adult in their setting for help. • To know that their trusted adult will be near them in a new social setting. • To know that some situations will cause conflicts. • To know what the rules are. • To know what the thought of the week is. • To know that if they follow the rules, positive things will happen. • To know that if they don't follow the rules, there will be consequences. • To know that rules keep us safe. • To ask for help from an adult. 	<ul style="list-style-type: none"> • To find and select their own resources. • To be able to help themselves. • To be able to help others. • To know what to do if there is an unfamiliar adult in their setting. • To know how to play with others. • To know how to share. • To know how to follow the rules. • To know how to ask an adult for help. • To be able to say 'stop' or 'no thank you' if someone does something that you don't like. • To know when it is ok to use your 'big voice'. • To begin to recognise how others might be feeling. Look at face. <p>• Body balance – yoga</p>	<p>Goal, team, team work, our, we, together, help, trust, share, rules, kind, unkind, gentle, happy, sad, excited, angry, tired.</p>

	<ul style="list-style-type: none"> •Develop appropriate ways of being assertive. •Talk with others to solve conflicts. •Talk about their feelings using words like 'happy', 'sad', 'excited', 'angry' and 'tired'. •Understand gradually how others might be feeling. •Continue developing positive attitudes about the differences between people. <p>3 and 4 year old statements from Development Matters 2021</p> <p>(Personal, Social and Emotional Development)</p> <p>(Understanding the World)</p>	<ul style="list-style-type: none"> • To know how their body might feel when they are feeling 'happy', 'sad', 'excited', 'angry' and 'tired'. 		
	Curriculum	Knowledge	Skills	Vocabulary
F2	<p>Children in Reception</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Show resilience and perseverance in the face of challenge. • Think about the perspectives of others. • Manage their own needs. • Talk about members of their immediate family and community • Name and describe people who are familiar to them 	<ul style="list-style-type: none"> •To know what they like and dislike. •To know about their familiar and culture. •To know what kindness looks like. •To know what a friend is. (someone you enjoy being with) •To know the names of some main feelings - happy, sad, scared, excited. •To know what it feels like to be happy, sad, scared or excited. •To know what to do when they receive praise. •To know it is ok to make a mistake. •To know their own needs and wants can not always come first. •To know some things are easier and some things are more difficult. •To know when something is difficult it gets easier the more you try. •To know the school rules. 	<ul style="list-style-type: none"> •To be able to talk about themselves. •To be able to talk to other children. •To be able to take turns and share toys. •To be able to express how they are feeling appropriately. •To be able to accept praise from others. •To be able to bounce back. •To be able to accept disappointment appropriately. •To be able to use trial and error to solve problems. •To be able to talk about how they have solved a problem. •To be able to ask for help. •To be able to follow the school rules. •To be able to recognise how others are feeling and begin to think about why. •To be able to go to the toilet by themselves. 	<p>Healthy, unhealthy, hygiene, germs, clean, unclean, feelings,happy, sad, scared, excited, choices, different, kind, unkind, friend, bounce back, challenge, problem.</p> <p><u>Character Muscles</u></p> <p>Kindness Listening Curiosity Concentration/focus Bouncing back / Resilience Confidence</p>

	<p>Reception statements from Development Matters 2021</p> <p>(Personal, Social and Emotional Development)</p> <p>(Understanding the World)</p>	<ul style="list-style-type: none"> • To understand that if the rules are not followed there are consequences. • To know that everyone has feelings. • To know what good hygiene is. • To know some foods are good for you. 	<ul style="list-style-type: none"> • To be able to respond to bodily needs e.g. wash hands, wipe nose, clean mouth. • To be able to make some healthy choices in relation to food. 	<p>Creativity</p> <p>Imagination</p> <p>Independence</p>
	Curriculum	Knowledge	Skills	Vocabulary
Year 1	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • Understand ways to keep healthy. • Know ways to be physically active everyday. • Use simple hygiene routines. • Understand why sleep is important and different ways to rest and relax • Understand ways to feel calm. • Recognise how they can develop their dental care <p><u>Relationships</u></p> <ul style="list-style-type: none"> • Understand how they are feeling, recognise and name a wider variety of feelings. • Begin to recognise what others might be feeling and why. • Recognise how we are different and unique. • Recognise that some activities help them to feel good. • Understand what kind and unkind mean and how this relates to friendship. <p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • Recognise risk in simple everyday situations and what action to take to minimise harm. 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • To know that a balance diet keeps you healthy. • To know that fruit and vegetables are good for you. • To know that physical movement is good for you. • To know that germs can make us ill. • To know germs are spread through poor hygiene. • To know the body needs sleep. • To know the importance of a good sleep routine. • To know that mindfulness, breathing and yoga can help us feel calm. • To know how to brush their teeth. • To know food and drinks that support dental health. <p><u>Relationships</u></p> <ul style="list-style-type: none"> • To know the names of some feelings - worried, upset, tired, calm, proud, silly, mean, mad • To know there are a range of reasons which cause feelings to change. • To know what makes us all different. • To know what they enjoy doing and makes them feel good. • To know how to be kind to others. 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • To be able to make healthy choices. • To be able to take part in movement sessions. • To be able to wash their hands thoroughly. • To be able to use tissues to catch it, bin it, kill it. • To be able to identify when their hands needs washing. • To be able to participate in mindfulness, breathing and yoga sessions. <p><u>Relationships</u></p> <ul style="list-style-type: none"> • To be able to communicate how they are feeling in an appropriate manner. • To be able to recognise how others are feeling. • To be able to talk about the ways in which we are the same and different to others. • To be able to be kind to others. • To be able to recognise when someone makes a kind gesture. <p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • To be able to take risks in a controlled way. • To be able to respond to an emergency with adult support. • To be able to keep themselves safe. 	<p>worried, upset, tired, calm, proud, silly, mean, mad, unique, safety, risk, danger, emergency, stranger, mindfulness, dental, physical, emotional, mental wellbeing, relax, calm</p> <p><u>Character Muscles</u></p> <p>Concentration</p> <p>Independence</p> <p>Curiosity</p> <p>Imagination</p> <p>Creativity</p> <p>Perseverance</p> <p>Reasoning</p> <p>Friendship</p> <p>Good Humour</p> <p>Bouncing back/Resilience</p> <p>Risk taking</p> <p>Self Esteem</p>

	<ul style="list-style-type: none"> •Recognise if someone is hurt and know how to get help in an emergency. •Understand strange danger. •Understand basic rules to keep safe online. 	<ul style="list-style-type: none"> • To know what constitutes unkind behaviour. <p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • To know what a risk is. • To know there are some manageable risks. • To know what an emergency is. • To know how to get help in an emergency. • To know the online world can be unsafe - see computing curriculum. 		
	Curriculum	Knowledge	Skills	Vocabulary
Year 2	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> •Understand the difference between healthy and unhealthy food. •Take responsibility for their own physical activity. •Understand simple hygiene routines. •Begin to understand ways of improving and nourishing their mental health. •Understand that mindfulness strategies can help their bodies feel better. •To understand healthy technology use. <p><u>Relationships</u></p> <ul style="list-style-type: none"> • Understand how to manage their feelings. • Recognise what others might be feeling and how they can help. • Recognise that we are diverse. • Understand kindness and that repeated unkindness may become bullying. <p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • Understand how to keep themselves safe. • Understand how to respond in an emergency. 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • To know some of the food groups and how they keep us healthy. • To know a range of ways to be physically active. • To know the importance of personal hygiene. • To know how germs are transferred between people and objects. • To know what mental wellbeing is. • To know what mood is and that it can be positive (happy, jolly, cheerful), negative, (grumpy, sad, tired) • To know sleep is important for physical and mental wellbeing. • To know what it feels like when they are not calm. • To know when it is appropriate to be calm. • To know what a 'screen' is. • To know taking a break from screens is important. (physical and mental health) <p><u>Relationships</u></p> <ul style="list-style-type: none"> • To know the names of some feelings - content, frustrated, overwhelmed, aggressive, bored, exhausted, terrified, anxious • To know there are a range of ways in which we can help others when they are displaying certain emotions. • To know our community is diverse. • To know the importance of being kind. 	<p><u>Health and wellbeing</u></p> <ul style="list-style-type: none"> • To be able to make informed healthy choices. • To be able to join in with a range of physical activities. • To be pro-active at taking part in physical activity. • To be able to identify the mood they are in. (mental wellbeing) • To be able to identify when they may need to use mindfulness, breathing and yoga techniques to calm. • To be able to observe the changes in their body following a calming activity. • To begin to manage the amount of time they spend using devices. <p><u>Relationships</u></p> <ul style="list-style-type: none"> • To be able to communicate how they are feeling in an appropriate manner. • To be able to help others with their feelings. • To be able to identify the positives of living in a diverse community. • To be able to reflect on their behaviour towards others and how it made them feel. • To be able to identify bullying behaviour. • To be able to follow the correct procedures for dealing with unkind and bullying behaviour. <p><u>Living in the wider world</u></p>	<p>content, frustrated, overwhelmed, aggressive, bored, exhausted, terrified, anxious, screen time, private information, diverse, respect, bullying, balance, names of food groups,</p> <p><u>Character Muscles</u></p> <p>Concentration Independence Curiosity Managing impulsivity Imagination Creativity Perseverance Passion for learning Reasoning Revising / improving Friendship and trust Good Humour Bouncing back/Resilience Risk taking Optimism</p>

	<ul style="list-style-type: none"> • Understand stranger danger in the real and virtual world. 	<ul style="list-style-type: none"> • To know the impact of being unkind. • To know what bullying is - Several Times On Purpose (STOP) • To know what to do in response to unkind behaviour and bullying. <p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> • To know what it means to be safe physically and emotionally. • To know what to do if they do not feel safe. • To know a range of different emergency situations. • To know how to dial 999 and what to say - only when needed. • To know what a stranger is. • To know how to keep their personal information safe. 	<ul style="list-style-type: none"> • To be able to recognise when they do not feel safe and do something about it. (move away, tell an adult, turn screen off) • To be able to respond appropriately to an emergency. 	<p>Self Esteem</p>
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