



	EYFS	CLASS 1	CLASS 2	CLASS 3	CLASS 4	CLASS 5	CLASS 6
Keeping and Staying Safe	<p>Road safety-Rainbow drop story Crossing patrol person visitor</p> <p>E safety-through stories Hashtag Goldilocks Clicking chicken Troll stinks</p>	<p>I know what I need to keep safe from I know what may put me or others at risk I know why it is important to stay safe when crossing the road I know a range of safe places to cross the road I know the differences between safe and risky choices I know different ways to help us stay safe</p>	<p>I know the reasons to make sure your laces are tied I know how to tie up laces properly I know rules to keep yourself and others safe I know the differences between safe and risky choices</p>	<p>I know ways to keep myself and others safe I know how to recognise risky situations I know how to identify trusted adults around you I know and understand the differences between safe and risky choices I know how to recognise a range of warning signs I know how to spot the dangers we may find at home I know the importance of listening to our trusted adults I know how to understand ways we can keep ourselves and others safe at home I know the differences between safe and risky choices</p>	<p>I know how to identify strategies we can use to keep ourselves and others safe I know the impact and possible consequences of an accident or incident I know what is a risky choice I know how to create a set of rules for and identify ways of keeping safe</p>	<p>I know strategies we can use to keep ourselves and others safe I know the ways to manage peer pressure I know explain the potential outcomes that may happen when we take risks I know and can recognise the impact and possible consequences of an accident or incident</p>	<p>I know a range of danger signs I know and can name strategies that can help keep ourselves and others safe I know the impact and possible consequences of an accident or incident</p>
Keeping and Staying Healthy	<p>Dental hygiene (visitor from Penistone Dental practice) Pink drop visits the dentist</p> <p>Components for keeping healthy Green drop eats his greens story Other stories Cooking/baking healthy food (eg vegetable soup, smoothies, fruit kebabs)</p>	<p>I know what we can do to keep healthy I know why we need to wash our hands I know how germs are spread and how they can affect our health I know how to practise washing your hands I know the differences between healthy and unhealthy choices</p>	<p>I know that food is needed for our bodies to be healthy and to grow I know that some foods are better for good health than others I know the different types of healthy food I know how to keep yourself and others healthy I know the differences between healthy and unhealthy choices I know why we need to brush our teeth I know how to practise brushing your teeth I know the differences between healthy and unhealthy choices I know how to develop strategies to help you remember</p>	<p>I know, understand, and be able to practise simple safety rules about medicine I know when it is safe to take medicine I know who we can accept medicine from I know the differences between healthy and unhealthy choices</p>	<p>I know what is meant by a balanced diet and plan a balanced meal I know and can recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older I know nutritional information on packaged food and explain what it means I know different ways to maintain a healthy lifestyle</p>	<p>I know some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. I know how smoking can affect your immediate and future health and wellbeing I know reasons why someone might start and continue to smoke I know and use skills and strategies to resist any pressure to smoke</p>	<p>I know what is a risky choice I know the risks associated with alcohol (+ drugs - extension) I know how alcohol can affect your immediate and future health I know and recognise skills and strategies to keep safe</p>



<p>Relationships Class R-3 Growing and Changing Class 4-6</p>	<p>3+ Skills</p> <ul style="list-style-type: none"> • I respond to the feelings of others. • I take on a role and 'become' another person or thing using early 'projection' skills, putting myself in another's shoes. • I accept the needs of others with support. • I seek out others for help. • I form friendships with other children. <p>4+ Skills</p> <ul style="list-style-type: none"> • I accept the needs of others with less support and identify when another child is being 'unkind.' • I talk about home, other people in my world and characters in familiar stories. • I talk about things from another's point of view in a simple way e.g. "What might they see?" or "What might they do?" • I talk about feelings and can link these with events or people. <p>4+ Skills</p> <ul style="list-style-type: none"> • I accept the needs of others with less support and identify when another child is being 'unkind.' • I talk about home, other people in my world and characters in familiar stories. • I talk about things from another's point of view in a simple way e.g. "What might they see?" or "What might they do?" • I talk about feelings and can link these with events or people. <p>I know how to ask when I need help or when I want a turn.</p> <ul style="list-style-type: none"> • I express my needs and feelings using words as well as non-verbally. • I form good relationships with adults and peers. <p>5+ Skills</p> <ul style="list-style-type: none"> • I talk about things from another person's point of view in a more complex way including prediction and empathy e.g. "What might they do next?" or "How might they feel?" • I offer enough information but not too much to meet my listener's needs. <p>I talk about the feelings of others and the impact I have on this. I also think about what I could do to improve the feelings of another.</p>	<p>I know different types of relationships I know how to be a good friend I know how to recognise kind and thoughtful behaviours I know the importance of caring about other people's feelings I know how to see a situation from another person's point of view</p>	<p>I know how to name a range of feelings I know why we should care about other people's feelings I know how to see and understand bullying behaviours I know how to cope with these bullying behaviours I know how to recognise and name a range of feelings I know that feelings can be shown without words I know to see a situation from another person's point of view I know why it is important to care about other people's feelings</p>	<p>I know a range of feelings I know why we should care about other people's feelings I know and I am able to see and understand bullying behaviours I know how to cope with these bullying behaviours I know how to recognise and name a range of feelings I know that feelings can be shown without words I know and I am able to see a situation from another person's point of view I know and can understand why it is important to care about other people's feelings</p> <p>I know the difference between appropriate and inappropriate touch I know why it is important to care about other people's feelings</p> <p>I know and understand personal boundaries I know who and how to ask for help I know and am able to name human body parts</p>	<p>I know what types of relationships are there? I know what can make a relationship healthy or unhealthy? I know what is the difference between secrets and surprises? I know how I could help someone who feels uncomfortable in a relationship?</p>	<p>I know what puberty means I know the changes that boys and girls may go through during puberty I know why our bodies go through puberty I know how to develop coping strategies to help with the different stages of puberty I know who and what can help us during puberty</p>	<p>I know the terms 'conception' and 'reproduction' I know the function of the female and male reproductive systems I know the various ways adults can have a child I know various different stages of pregnancy I know the laws around consent</p>
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<p>Being Responsible</p>	<p>Three and Four-Year-Olds will be learning to</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Show more confidence in new social situations. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. <p>Children in Reception will be learning to</p> <ul style="list-style-type: none"> • See themselves as a valuable individual. • Show resilience and perseverance in the face of challenge. • Manage their own needs. <p>ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. 	<p>I know what we are responsible for I know how responsibilities will change as we grow I know how you can help people around you I know the types of things you are responsible for I know how and understand the importance of preventing accidents I know how to recognise the differences between being responsible and being irresponsible</p>	<p>I know how to name ways you can improve in an activity or sport I know the importance of trying hard and not giving up I know the benefits of practising an activity or sport I know how to learn ways to set goals and work to reach them I know how you can help other people I know how to recognise kind and thoughtful behaviours and actions I know the risks of talking to people you don't know very well in the community I know how to identify the differences between being responsible and being irresponsible</p>	<p>I know and understand the differences between borrowing and stealing I know and able to describe how you might feel if something of yours is borrowed and not returned I know why it is wrong to steal I know and am able to understand the differences between being responsible and irresponsible</p>	<p>I know the importance of behaving in a responsible manner in a range of situations I know a range of situations where being on time is important I know the importance of having rules in the home I know ways that behaviour can be seen to be sensible and responsible</p>	<p>I know why we should take action when someone is being unkind I know how to describe caring and considerate behaviour, including the importance of looking out for others I know and can demonstrate why it is important to behave in an appropriate and responsible way I know how making some choices can impact others' lives in a negative way</p>	<p>I know what consent means I know the importance of being honest and not stealing I know why it is important to have a trusting relationship between friends and family I know how making some choices can impact others' lives in a negative way</p>
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<p>Feelings and Emotions</p>	<p>Three and Four-Year-Olds will be learning to</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. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. <p>Children in Reception will be learning to</p> <ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. <p>ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 	<p>I know a range of emotions and how they make us feel physically and mentally I know how to recognise and name emotions and their physical effects I know the difference between pleasant and unpleasant emotions I know a range of skills for coping with unpleasant/uncomfortable emotions I know that feelings can be communicated with and without words</p>	<p>I know how to recognise and name emotions and their physical effects I know the difference between pleasant and unpleasant emotions I know a range of skills for coping with unpleasant/uncomfortable emotions I know that feelings can be communicated with and without words I know how to recognise and name emotions and their physical effects I know the difference between pleasant and unpleasant emotions I know a range of skills for coping with unpleasant/uncomfortable emotions I know that feelings can be communicated with and without words</p>	<p>I know and am able to recognise and name emotions and their physical effects I know the difference between pleasant and unpleasant emotions I know a range of skills for coping with unpleasant/uncomfortable emotions I know and understand that feelings can be communicated with and without words</p>	<p>I know thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good I know how we can support others who feel lonely, jealous, or upset I know that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people I know a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy</p>	<p>I know that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant I know how feelings can be communicated with or without words I know that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people I know a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger</p>	<p>I know my thoughts, feelings, and emotions I know how we can reduce our feeling of worry I know how we can support others who feel worried I know that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</p>
<p>Computer Safety</p>		<p>I know computers, the internet, and rules to keep safe I know how your online activity can affect others I know how to identify the positives and negatives of using technology I know who and how to ask for help I know how to recognise kind and unkind comments</p>	<p>I know how your online actions can affect others I know how to name the positive and negative ways you can use technology I know the risks of sharing images without permission I know the types of images that you should and should not post online I know how your online activity can affect others I know how to identify the positives and negatives of using technology I know who and how to ask for help I know how to list rules for keeping and staying safe</p>	<p>I know and understand how your online actions can affect others I know and am able to name the positive and negative ways you can use technology I know the risks of sharing images without permission I know and understand the types of images that you should and should not post online I know and understand how your online activity can affect others I know and am able to identify the positives and negatives of using technology</p>	<p>I know the key values that are important in positive online relationships I know the feelings and emotions that may arise from online bullying I know the coping strategies to use if we or someone we know is being bullied online I know how and who to ask for help</p>	<p>I know a list reasons for sharing images online I know how to identify rules to follow when sharing images online I know the positive and negative consequences of sharing images online I know the possible influences and pressures to share images online</p>	<p>I know how to list the key applications that we may use now and in the future I know and understand why some applications have age restrictions I know ways to keep yourself and others safe in a range of situations online and offline I know that people may not always be who they say they are online</p>



				<p>I know who and how to ask for help I know and am able to list rules for keeping and staying safe</p> <p>I know and am able to identify possible dangers and consequences of talking to strangers online I know how to keep safe in online chatrooms I know and am able to name the positives and negatives of using technology I know and understand the difference between safe and risky choices online</p>			
Our World	<p>Three and Four-Year-Olds will be learning to</p> <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. <p>Children in Reception will be learning to</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships. • Think about the perspectives of others. <p>ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. 	<p>I know how we care for others I know the needs of a baby I know how to recognise what you can do for yourself now you are older I know and am able to describe the common features of family life I know how to recognise the ways in which your family is special and unique</p>	<p>I know why we should look after living things I know how to identify how we can look after living things both inside and outside of the home I know why it is important to keep our communities and countryside clean I know how to encourage others to help keep their communities and countryside clean I know different ways we can receive money I know how to keep money safe I know how to describe the skills you may need in a future job or career I know how to recognise the differences between wants and needs</p>	<p>I know how to explain the meaning of reduce, reuse, and recycle I know how we can help look after our planet I know how to identify how to reduce the amount of water and electricity we use I know how we can reduce our carbon footprint</p>	<p>I know ways in which we can help those who look after us I know the positive impact of our actions I know the ways in which we can contribute to our home, school, and community I know the skills we may need in our future job roles</p> <p>I know and can recognise positive attributes in others I know why being different is okay I know my own strengths and goals, and understand that these may be different from those around you I know some of the ways we can overcome barriers and promote equality</p>	<p>I know, understand and explain why people might want to save money I know ways in which you can help out at home I know how to budget for items you would like to buy I know ways to make money and the early stages of enterprise</p> <p>I know some of the ways in which we are different and unique I know some of the elements which help us to have a diverse community I know strategies to overcome barriers and promote diversity and inclusion</p>	<p>I know and understand various money-related terms I know some of the ways in which we can spend money via technology I know the potential impact of spending money without permission I know how to identify strategies to save money</p> <p>I know that there are a wide range of religions and beliefs in the UK I know and can explain each of the British values I know how to create a range of values for my educational setting I know how all religions can live in cohesion</p>



<p>Fire Safety</p>		<p>I know what a 'hoax call' is and why it can be risky I know and understand why our emergency services are an important part of our community I know and am able to show my knowledge of fire safety to others I know and am able to practise simple ways of staying safe and finding help I know and am able to recognise how drivers can be distracted I know and understand the importance of being responsible and how our actions/choice can affect others</p>	<p>I know what a 'hoax call' is and why it can be risky I know and understand why our emergency services are an important part of our community I know and am able to show my knowledge of fire safety to others I know and am able to practise simple ways of staying safe and finding help I know and am able to recognise how drivers can be distracted I know and understand the importance of being responsible and how our actions/choice can affect others</p>	<p>I know what a 'hoax call' is and why it can be risky I know and understand why our emergency services are an important part of our community I know and am able to show my knowledge of fire safety to others I know and am able to practise simple ways of staying safe and finding help I know and am able to recognise how drivers can be distracted I know and understand the importance of being responsible and how our actions/choice can affect others</p>			
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