

Domain		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My World Puzzle	Taught Knowledge	Understand how it feels to belong and that we are similar and different	Understand the rights and responsibilities of class members	Identify hopes and fears for the year	Understand the rights and responsibilities of class members	Know their place in the school community	Understand how democracy and having a voice benefits the school community	Know about children’s universal rights (United Nations Convention on the Rights of the Child)
		Start to recognise and manage their feelings	Know their views are valued	Understand the rights and responsibilities of class members	Know about rewards and consequences and that these stem from choices	Know what democracy is (applied to pupil voice in school)	Understand how to contribute towards the democratic process	Know about the lives of children in other parts of the world
		Enjoy working with others to make school a good place to be	Recognise the choices they make and understand the consequences	Know about rewards and consequences and that these stem from choices	Know that it is important to listen to other people	Know how groups work together to reach a consensus	Understand the rights and responsibilities associated with being a citizen in the wider community and their country	Know that personal choices can affect others locally and globally
		Understand why it is good to be kind and use gentle hands	Understand their rights and responsibilities	Know that it is important to listen to other people	Understand that their own views are valuable	Know that having a voice and democracy benefits the school community	Know how to face new challenges positively	Know how to set goals for the year ahead
		Start to understand children’s rights and this means they should be allowed to learn and play			Know that positive choices impact positively on self-learning and the learning of others	Know how individual attitudes and actions make a difference to a class	Understand how to set personal goals	Understand what fears and worries are
		Learn what being responsible means			Identifying hopes and fears for the year ahead	Know about the different roles in the school community	Know how an individual’s behaviour can affect a group and the consequences of this	Understand that their own choices result in different consequences and rewards
						Know that their own actions affect themselves and others		Understand how democracy and having a voice benefits the school community
								Understand how to contribute towards

the democratic
process

Domain		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Me in My World Puzzle	Social & Emotional Skills		<p>Feel special and safe in class</p> <p>Know they belong to a class</p> <p>Know how to make my class a safe place for everybody to learn</p> <p>Recognise how it feels to be proud of an achievement</p> <p>Recognise the range of feelings when they face certain consequences</p> <p>Understand their own choices</p>	<p>Recognise when they feel worried and know who to ask for help</p> <p>Know how to help themselves and others feel like they belong</p> <p>Make their class a safe and fair place</p> <p>Work cooperatively</p>	<p>Make other people feel valued</p> <p>Develop compassion and empathy for others</p> <p>Be able to work collaboratively</p> <p>Recognise self-worth</p> <p>Identify personal strengths</p> <p>Be able to set a personal goal</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p>	<p>Identify the feelings associated with being included or excluded</p> <p>Be able to take on a role in a group discussion / task and contribute to the overall outcome</p> <p>Know how to regulate my emotions</p> <p>Can make others feel cared for and welcome</p> <p>Recognise the feelings of being motivated or unmotivated</p> <p>Can make others feel valued and included</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p>	<p>Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p> <p>Be able to identify what they value most about school</p> <p>Identify hopes for the school year</p> <p>Understand why the school community benefits from a Learning Charter</p> <p>Be able to help friends make positive choices</p> <p>Know how to regulate my emotions</p>	<p>Know own wants and needs</p> <p>Be able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attributes of a positive role-model</p> <p>Can take positive action to help others</p> <p>Be able to contribute towards a group task</p> <p>Know what effective group work is</p> <p>Know how to regulate my emotions</p> <p>Be able to make others feel welcomed and valued</p>

Domain		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Celebrating Difference Puzzle	Taught Knowledge	Can identify something they are good at and understand everyone is good at different things	Identify similarities between people in their class Identify differences between people in their class	Know that some people make assumptions about boys and girls (stereotypes) Know that bullying is sometimes about difference	Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that conflict is a normal part of relationships	Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know the reasons why witnesses sometimes join in with bullying and don't tell anyone	Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know what racism is and why it is unacceptable	Know that people can hold power over others individually or in a group Know that power can play a part in a bullying or conflict situation
		Understand that being different makes us all special Know we are all different but the same in some ways Can explain how to be a kind friend Know which words to use to stand up for themselves when someone says or does something unkind	Explain what bullying is Know who to talk to if they are feeling unhappy or being bullied Know how to make new friends Explain ways they are different from their friends	Know how to recognise what is right and wrong Know how to look after myself Know it is ok to be different from other people and to be friends with them Know some ways in which they are different from their friends	Know that some words are used in hurtful ways and that this can have consequences Know why families are important Know that everybody's family is different Know that sometimes family members don't get along and some reasons for this	Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Know what to do if they think bullying is or might be taking place Know that first impressions can change	Know what culture means Know that differences in culture can sometimes be a source of conflict Know that rumour-spreading is a form of bullying online and offline Know how their life is different from the lives of children in the developing world	Know that there are different perceptions of 'being normal' and where these might come from Know that difference can be a source of celebration as well as conflict Know that being different could affect someone's life Know why some people choose to bully others Know that people with disabilities can lead amazing lives

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Celebrating Difference Puzzle	Social & Emotional Skills		<p>Explain some ways in which they are the same as their friends</p> <p>Explain some ways they are different from their friends</p> <p>Understand how being bullied might feel</p> <p>Be kind to children who are bullied</p> <p>Know how it feels to make a new friend</p> <p>Understand these differences make them all special and unique</p>	<p>Understand some ways in which boys and girls are similar and feel good about this</p> <p>Accept that it is OK for boys and girls to be different</p> <p>Explain how someone who is being bullied feels</p> <p>Be kind to children who are bullied</p> <p>Know when and how to stand up for myself and others</p> <p>Know how to get help if I am being bullied</p> <p>Understand we shouldn't judge people if they are different</p> <p>Know how it feels to be a friend and have a friend</p> <p>Understand these differences make us all special and unique</p>	<p>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</p> <p>Be able to show appreciation for their families, parents and carers</p> <p>Empathise with people who are bullied</p> <p>Employ skills to support someone who is bullied</p> <p>Be able to recognise, accept and give compliments</p> <p>Recognise feelings associated with receiving a compliment</p>	<p>Be comfortable with the way they look</p> <p>Try to accept people for who they are</p> <p>Be non-judgemental about others who are different</p> <p>Identify influences that have made them think or feel positively/negatively about a situation</p> <p>Identify feelings that a bystander might feel in a bullying situation</p> <p>Identify reasons why a bystander might join in with bullying</p> <p>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</p> <p>Identify their own uniqueness</p> <p>Identify when a first impression they had was right or wrong</p>	<p>Appreciate the value of happiness regardless of material wealth</p> <p>Identify their own culture and different cultures within their class community</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Develop respect for cultures different from their own</p> <p>Identify a range of strategies for managing their own feelings in bullying situations</p> <p>Identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>Be able to support children who are being bullied</p>	<p>Empathise with people who are different and be aware of my own feelings towards them</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p> <p>Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</p> <p>Identify different feelings of the bully, bullied and bystanders in a bullying scenario</p>

Appreciate people
for who they are

Show empathy

Domain		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Celebrating Difference Puzzle			Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebration, Difference, Special, Unique	Similarities, assumptions, stereotypes, boys, girls, differences, special, bully, purpose, kind, unkind, feelings, sad, lonely, help, stand up for, male, female, diversity, fairness, kindness, friends, unique, value	Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,	Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed	Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights
	Vocabulary							

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Dreams & Goal Puzzle	Taught Knowledge	Understand that if they persevere they can tackle challenges	Set simple goals	Choose a realistic goal and think about how to achieve it	Know that they are responsible for their own learning	Know how to make a new plan and set new goals even if they have been disappointed	Know about a range of jobs that are carried out by people I know	Know their own learning strengths
		Can explain about a time they didn't give up until they achieved their goal	Set a goal and work out how to achieve it	Know I can carry on trying even when I find tasks difficult	Know what an obstacle is and how they can hinder achievement	Know how to work as part of a successful group	Know the types of job they might like to do when they are older	Know what their classmates like and admire about them
Dreams & Goal Puzzle	Taught Knowledge	Can set a goal and work towards it	Understand how to work well with a partner	Recognise who I work well with and who it is more difficult for me to work with	Know how to take steps to overcome obstacles	Know how to share in the success of a group	Know that young people from different cultures may have different dreams and goals	Know a variety of problems that the world is facing
		Can use kind words to encourage people	Can tackle a new challenge and understand how this may stretch their learning	Work well in a group to create an end product	Know what dreams and ambitions are important to them	Know what their own hopes and dreams are	Know that they will need money to help them to achieve some of their dreams	Know some ways in which they could work with others to make the world a better place
Dreams & Goal Puzzle	Taught Knowledge	Understand the link between what they learn now and the job they might do when they're older	Explain about obstacles which make it more difficult to achieve their new challenge	Explain some of the ways I worked well in my group to create the end product	Know about specific people who have overcome difficult challenges to achieve success	Know that hopes and dreams don't always come true	Know that different jobs pay more money than others	Know what the learning steps are they need to take to achieve their goal
		Can say how they feel when they achieve a goal and know what it means to feel proud	Have ideas how to overcome obstacles	Know how to share success with other people	Know how they can best overcome learning challenges	Know that reflecting on positive and happy experiences can help them to counteract disappointment	Know that communicating with someone from a different culture means that they can learn from them and vice versa	Know how to set realistic and challenging goals
Dreams & Goal Puzzle	Taught Knowledge		Explain how they felt when they succeeded in a new challenge and how they celebrated it		Know what their own strengths are as a learner	Know how to work out the steps they need to take to achieve a goal		
					Know how to evaluate their own learning progress and identify how it can be better next time		Know ways that they can support young people in their own culture and abroad	

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Dreams & Goal Puzzle	Social & Emotional Skills		Can explain about a thing they do well	Can tell you things they have achieved and say how that makes me feel	Can break down a goal into small steps	Have a positive attitude	Verbalise what they would like their life to be like when they are grown up	Understand why it is important to stretch the boundaries of their current learning
			Can explain how they learn best	Can tell you some of their strengths as a learner	Can manage feelings of frustration linked to facing obstacles	Can identify the feeling of disappointment	Appreciate the contributions made by people in different jobs	Be able to give praise and compliments to other people when they recognise that person's achievements
			Can celebrate achievement with a partner	Can tell you how working with other people helps them learn	Imagine how it will feel when they achieve their dream/ambition	Be able to cope with disappointment	Reflect on the differences between their own learning goals and those of someone from a different culture	Empathise with people who are suffering or living in difficult situations
			Can explain how they feel when they are faced with a new challenge	Can work with other people in a group to solve problems	Recognise other people's achievements in overcoming difficulties	Can identify what resilience is	Appreciate the differences between themselves and someone from a different culture	Set success criteria so that they know when they have achieved their goal
			Can explain how they feel when they face obstacles and how they feel when they overcome them	Can express how they felt to be working as part of this group	Recognise how other people can help them to achieve their goals	Can talk about their hopes and dreams and the feelings associated with these	Understand why they are motivated to make a positive contribution to supporting others	Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances
			Know how to store the feelings of success in their internal treasure chest	Know how contributing to the success of a group feels	Can share their success with others	Help others to cope with disappointment	Appreciate the opportunities learning and education can give them	
				Store those feelings in their internal treasure chest (Proud)	Can store feelings of success (in their internal treasure chest) to be used at another time	Enjoy being part of a group challenge		
						Can share their success with others		
						Can store feelings of success (in their internal treasure chest) to be used at another time		

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Dreams & Goal Puzzle	Vocabulary		Proud, Success, Achievement, Goal, Treasure, Coins, Learning, Stepping stones, Process, Garden, Dreams, Working together, Team work, Celebrate, Stretchy, Challenge, Feelings, Obstacle, overcome, Achieve, Celebration, Internal treasure chest	Realistic, Proud, Success, Celebrate, Achievement, Goal, Strengths, Challenge, Persevere, Difficult, Easy, Learning together, Celebrate, Partner, Team work, Product, Dream bird, Problem-solve	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate	Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise	Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference	Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition

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Healthy Me Puzzle		Understand that they need to exercise to keep their body healthy	Understand the difference between healthy and unhealthy	Know what to do to keep their body healthy	Know how exercise affects their bodies	Know that there are leaders and followers in groups	Know basic emergency procedures, including the recovery position	Know how to take responsibility for their own health
		Understand how moving and resting are good for their body	Know some ways to keep themselves healthy	Show or tell what relaxed means	Know that the amount of calories, fat and sugar that they put into their bodies will affect their health	Know the facts about smoking and its effects on health	Know the health risks of smoking	Know what it means to be emotionally well
		Know which foods are healthy and not so healthy and make healthy eating choices	Know how to make healthy lifestyle choices	Know that some things make them feel relaxed and some make them feel stressed	Know that there are different types of drugs	Know the facts about alcohol and its effects on health, particularly the liver	Know how smoking tobacco affects the lungs, liver and heart	Know how to make choices that benefit their own health and well-being
		Know how to help themselves go to sleep and understand why sleep is good for them	Know how to keep themselves clean and healthy, and understand how germs cause disease/illness	Understand how medicines work and how important it is to use them safely	Know that there are things, places and people that can be dangerous	Know ways to resist when people are putting pressure on them	Know how to get help in emergency situations	Know about different types of drugs and their uses
		Can wash their hands thoroughly and understand why this is important especially before they eat and after they go to the toilet	Know that all household products including medicines can be harmful if not use properly	Sort foods into the correct food groups	Know when something feels safe or unsafe	Know what they think is right and wrong	Know that the media, social media and celebrity culture promotes certain body types	Know how these different types of drugs can affect people's bodies, especially their liver and heart
		Know who their safe adults are and how to stay safe if they are not close by	Understand that medicines can help them if they feel poorly and know how to use them safely	Know which foods my body needs every day to keep them healthy	Know why their hearts and lungs are such important organs	Know how different friendship groups are formed and how they fit into them	Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure	Know that stress can be triggered by a range of things
			Know how to keep safe when crossing the road	Make some healthy snacks and explain why they are good for their body	Know a range of strategies to keep themselves safe	Know which friends they value most	Know some of the risks linked to misusing alcohol, including antisocial behaviour	Know that being stressed can cause drug and alcohol misuse
			Know about people who can help them to stay safe	Understand which foods to eat to give their body energy	Know that their bodies are complex and need taking care of	Know that they can take on different roles according to the situation	Know what makes a healthy lifestyle	Know that some people can be exploited and made to do things that are against the law
						Know some of the reasons some people start to smoke		

Explain why they think their body is amazing and identify some ways to keep it safe and healthy

Know some of the reasons some people drink alcohol

Know why some people join gangs and the risk that this can involve

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Healthy Me Puzzle	Social & Emotional Skills		<p>Feel good about themselves when they make healthy choices</p> <p>Know they are special and keep themselves safe</p> <p>Know some ways to help themselves when they feel poorly</p> <p>Can recognise when they feel frightened and know who to ask for help</p> <p>Recognise how being healthy helps them to feel happy</p>	<p>Be motivated to make healthy lifestyle choices</p> <p>Can tell when a feeling is weak and when a feeling is strong</p> <p>Feel positive about caring for their body and keeping it healthy</p> <p>Have a healthy relationship with food and know which foods they enjoy the most</p> <p>Express how it feels to share healthy food with their friends</p> <p>Know which foods are most nutritious for my body</p>	<p>Respect their own bodies and appreciate what they do</p> <p>Can take responsibility for keeping themselves and others safe</p> <p>Identify how they feel about drugs</p> <p>Can express how being anxious or scared feels</p> <p>Able to set themselves a fitness challenge</p> <p>Recognise what it feels like to make a healthy choice</p>	<p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure</p> <p>Can tap into their inner strength and know-how to be assertive</p> <p>Recognise how different people and groups they interact with impact on them</p> <p>Identify which people they most want to be friends with</p>	<p>Respect and value their own bodies</p> <p>Can reflect on their own body image and know how important it is that this is positive</p> <p>Recognise strategies for resisting pressure</p> <p>Can identify ways to keep themselves calm in an emergency</p> <p>Can make informed decisions about whether or not they choose to smoke when they are older</p> <p>Can make informed decisions about whether they choose to drink alcohol when they are older</p> <p>Accept and respect themselves for who they are</p> <p>Be motivated to keep themselves healthy and happy</p>	<p>Are motivated to care for their own physical and emotional health</p> <p>Suggest strategies someone could use to avoid being pressured</p> <p>Can use different strategies to manage stress and pressure</p> <p>Are motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>Identify ways that someone who is being exploited could help themselves</p> <p>Recognise that people have different attitudes towards mental health/illness</p>

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Healthy Me Puzzle			Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Toiletry, Hygienic, Safe, Germs, Virus, Medicines, Trust, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait, Keeping clean	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Stress, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure
	Vocabulary							

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Relationships Puzzle	Taught Knowledge	Can identify some of the jobs they do in their family and how they feel like they belong	Identify the members of their family and understand there are lots of different types of families	Identify the different members of their family	Know that different family members carry out different roles or have different responsibilities within the family	Know some reasons why people feel jealousy	Know that there are rights and responsibilities in an online community or social network	Know that it is important to take care of their own mental health
		Know how to make friends and to stop themselves from feeling lonely	Identify what being a good friend means to them	Understand their relationship with each of their family members	Know some of the skills of friendship, e.g. taking turns, being a good listener	Know that loss is a normal part of relationships	Know that there are rights and responsibilities when playing a game online	Know ways that they can take care of their own mental health
		Can think of ways to solve problems and stay friends	Know appropriate ways of physical contact to greet friends and know which ways they prefer	Know why it is important to share and cooperate	Know some strategies for keeping themselves safe online	Know that negative feelings are a normal part of loss	Know that too much screen time isn't healthy	Know the stages of grief and that there are different types of loss that cause people to grieve
		Start to understand the impact of unkind words	Know who can help them in their school community	Understand there are lots of forms of physical contact within a family	Know that they and all children have rights (UNCRC)	Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe	Know how to stay safe when using technology to communicate with friends	Know that sometimes people can try to gain power or control them
		Can use Calm Me time to manage their feelings	Recognise their qualities as a person and a friend	Understand some physical contact is acceptable and some is not	Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc	Know that jealousy can be damaging to relationships	Know that a personality is made up of many different characteristics, qualities and attributes	Know some of the dangers of being 'online'
		Know how to be a good friend	Can explain why they appreciate someone who is special to them	Identify some of the things that cause conflict with friends	Know that the lives of children around the world can be different from their own	Know that memories can support us when we lose a special person or animal	Know that belonging to an online community can have positive and negative consequences	Know how to use technology safely and positively to communicate with their friends and family
				Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret	Know how some of the actions and work of people around the world help and influence my life			
				Recognise and appreciate people who can help them in their family, school and community				

Express their appreciation for the people in their special relationships

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Relationship Puzzle	Social & Emotional Skills		<p>Know how it feels to belong to a family and care about the people who are important to them</p> <p>Know how to make a new friend</p> <p>Recognise which forms of physical contact are acceptable and unacceptable to them</p> <p>Know when they need help and who to ask for it</p> <p>Know ways to praise themselves</p> <p>Can express how they feel about special people to them</p>	<p>Accept that everyone's family is different and understand that most people value their family</p> <p>Know which types of physical contact they like and don't like and can talk about this</p> <p>Demonstrate how to use the positive problem-solving technique to resolve conflict with their friends</p> <p>Know how it feels to be asked to keep a secret they do not want to keep and know who to talk to about this</p> <p>Understand how it feels to trust someone</p> <p>Be comfortable accepting appreciation from others</p>	<p>Can identify the responsibilities they have within their family</p> <p>Know how to access help if they are concerned about anything on social media or the internet</p> <p>Can empathise with people from other countries who may not have a fair job or are less fortunate</p> <p>Understand that they are connected to the global community in many different ways</p> <p>Can use Solve it together in a conflict scenario and find a win-win outcome</p> <p>Can identify similarities in children's rights around the world</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>	<p>Can identify feelings and emotions that accompany jealousy</p> <p>Can suggest positive strategies for managing jealousy</p> <p>Can identify people who are special to them and express why</p> <p>Can identify the feelings and emotions that accompany loss</p> <p>Can suggest strategies for managing loss</p> <p>Can tell you about someone they no longer see</p> <p>Can suggest ways to manage relationship changes including how to negotiate</p>	<p>Can suggest strategies for building self-esteem of themselves and others</p> <p>Can identify when an online community/social media group feels risky, uncomfortable, or unsafe</p> <p>Can suggest strategies for staying safe online/ social media</p> <p>Can say how to report unsafe online/social network activity</p> <p>Can identify when an online game is safe or unsafe</p> <p>Can suggest ways to monitor and reduce screen time</p> <p>Can suggest strategies for managing unhelpful pressures online or in social networks</p>	<p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Can help themselves and others when worried about a mental health problem</p> <p>Recognise when they are feeling grief and have strategies to manage them</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p> <p>Can resist pressure to do something online that might hurt themselves or others</p> <p>Can take responsibility for their own safety and well-being</p>

Domain		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationship Puzzle	Vocabulary		Family, Belong, Different, Same, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Confidence, Praise, Self-belief, Incredible, Proud,	Family, Different, Similarities, Special Relationship, Important, Cooperate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Likes, Dislikes, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Positive, Negative, Appreciate	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude	Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety

Domain		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changing Me Puzzle	Taught Knowledge	Can name parts of the body	Begin to understand the life cycles of animals and humans	Recognise cycles of life in nature	Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults	Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm	Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally	Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally
		Can explain some things they can do and foods they can eat to be healthy	Identify some things about themselves that have changed and some things about themselves that have stayed the same	Explain the natural process of growing from young to old and understand this is not in their control	Know some of the outside body changes that happen during puberty	Know that babies are made by a sperm joining with an ovum	Know that sexual intercourse can lead to conception	Know how a baby develops from conception through the nine months of pregnancy and how it is born
		Understand that we all grow from babies to adults	Explain how their body has changed since they were a baby	Recognise how their body has changed since they were a baby and where they are on the continuum from young to old	Know some of the changes on the inside that happen during puberty	Know the names of the different internal and external body parts that are needed to make a baby	Know that some people need help to conceive and might use IVF	Know how being physically attracted to someone changes the nature of the relationship
		Can express how they feel about moving to Year 1	Identify the parts of the body that makes boys different to girls and use the correct names for these: penis, testicles, vagina, vulva, anus	Recognise the physical differences between boys and girls	Know that in animals and humans lots of changes happen between conception and growing up	Know how the female and male body change at puberty	Know that becoming a teenager involves various changes and also brings growing responsibility	Know the importance of self-esteem and what they can do to develop it
		Can talk about their worries and/or the things they are looking forward to about being in Year 1	Understand that every time they learn something new they change a little bit	Use the correct names for parts of the body (penis, testicles, vulva, vagina, anus)	Know that in nature it is usually the female that carries the baby	Know that change can bring about a range of different emotions	Know what perception means and that perceptions can be right or wrong	Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class
		Can share their memories of the best bits of their year in Reception	Explain about changes that have happened in their life	Appreciate that some parts of the body are private	Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops	Know that personal hygiene is important during puberty and as an adult		
				Understand there are different types of touch and can tell which ones they like and don't like	Know that babies need love and care from their parents/carers	Know that change is a normal part of life and that some cannot be controlled and have to be accepted		

Know some of the
changes that happen
between being a
baby and a child

Domain		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changing Me Puzzle	Social & Emotional Skills		Understand that changes happen as they grow and that this is OK	Understand there are some changes that are outside their control and recognise how they feel about this	Can express how they feel about puberty	Can appreciate their own uniqueness and that of others	Can celebrate what they like about their own and others' self-image and body image	Recognise ways they can develop their own self-esteem
			Know that changes are OK and that sometimes they will happen whether they want them to or not	Identify people who they respect who are older than them	Can say who they can talk to about puberty if they have any worries	Can express any concerns they have about puberty	Can suggest ways to boost self-esteem of self and others	Can express how they feel about the changes that will happen to them during puberty
			Understand that growing up is natural and that everybody grows at different rates	Feel proud about becoming more independent	Can suggest ways to help them manage feelings during changes they are more anxious about	Have strategies for managing the emotions relating to change	Recognise that puberty is a natural process that happens to everybody and that it will be OK for them	Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to
			Respect their body and understand which parts are private	Can explain what they like or don't like about being a boy or girl	Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry	Can express how they feel about having children when they are grown up	Can ask questions about puberty to seek clarification	Recognise how they feel when they reflect on the development and birth of a baby
			Enjoy learning new things	Be confident to say what they like and don't like and ask for help	Can express how they feel about babies	Can apply the circle of change model to themselves to have strategies for managing change	Can express how they feel about having a romantic relationship when they are an adult	Can celebrate what they like about their own and others' self-image and body image
			Know some ways to cope with changes		Can describe the emotions that a new baby can bring to a family		Can express how they feel about having children when they are an adult	Use strategies to prepare themselves emotionally for the transition (changes) to secondary school
					Can identify changes they are looking forward to in the next year		Can express how they feel about becoming a teenager	
							Can say who they can talk to if concerned about puberty or	

becoming a
teenager/adult

Domain		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changing Me Puzzle	Vocabulary		Changes, Life cycle, Baby, Adulthood, Adult, Grown up, Growing up, Male, Female, Penis, Testicles, Vulva, Vagina, Anus, Learn, New, Grow, Change, Feelings, Anxious, Worried, Excited, Coping	Change, Grow, Life cycle, Control, Baby, Adult, Fully grown, Growing up, Old, Young, Respect, Appearance, Physical, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Penis, Testicles, Vulva, Vagina, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Comfortable, Uncomfortable	Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge	Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance	Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights	Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement