



<u>Year 1</u>	<u>Year 2</u>
I know what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.	I can talk about things I like and dislike. I know how to make real, informed choices that improve my physical and emotional health. I recognise that choices can have good and not so good consequences.
I can talk about good and not so good feelings and used vocabulary to describe my feelings to others.	I can recognise and celebrate my strengths and set simple but challenging goals.
I can use simple strategies for managing feelings.	I can talk about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
I know the importance of and how to maintain personal hygiene.	I know how some diseases are spread and can be controlled by good personal hygiene and medication
I show an understanding about growing and changing	I know some things I can do to help my own health and that of others (i.e. wash hands)
I can name the main parts of the body (including external genitalia).	I understand that as I grow up I will have more independence and this will bring new responsibilities.



<p>I understand that household products, including medicines, can be harmful if not used properly.</p>	<p>I understand the process of growing from young to old and how people's needs change over time.</p>
	<p>I can name the main parts of the body (including external genitalia) and talk about the similarities and differences between boys and girls</p>
<p>I know rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety)).</p>	<p>I know rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety))</p>
<p>I know who to talk to if I am worried and how to attract their attention, ways that pupils can help these people to look after them.</p>	<p>I know that household products, including medicines, can be harmful if not used properly</p>
<p>I know some things I can do to help people look after me.</p>	<p>I recognise that I share a responsibility for keeping myself and others safe. I know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p>
<p>I recognise that I share a responsibility for keeping myself safe. I know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.</p>	<p>I know what is meant by 'privacy'; right to keep things 'private' and the importance of respecting other's privacy.</p>



<p>I understand what is meant by 'privacy', that I have right to keep things 'private' and the importance of respecting others' privacy</p>



Relationships

<u>Year 1</u>	<u>Year 2</u>
I can communicate my feelings to others	I can share my opinions on things that matter to me and explain my views
I am learning to recognise how other feel and how to respond	I know that my behaviour can affect other people.
I can listen to others	I can listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
I can play and work with others	I offer constructive support and feedback to others
I know that my behaviour can affect other people.	I am learning to identify and respect the differences and similarities between people including different family structures and challenging gender stereotypes.



I am learning to identify and respect the differences and similarities between people	I know the difference between secrets and surprises and the importance of not keeping secrets that make them feel anxious or uncomfortable.
I can identify special people (family, friends, carers) , talk about what makes them special and how special people should care for one another.	I can judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).
I know the difference between secrets and surprises and the importance of not keeping secrets that makes them feel anxious or uncomfortable.	I understand that there are different types of teasing and bullying, that these are wrong and unacceptable
I can judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).	I know that people's bodies and feelings can be hurt
I can recognise when people are being unkind and know some ways to respond, who to tell and what to say	I recognise what is fair and unfair, kind and unkind, what is right and wrong
I recognise what is fair and unfair, kind and unkind, what is right and wrong	I know how to resist teasing or bullying, and what to do if I experience or witness it.
I can judge what kind of physical contact is acceptable	I can share my opinions on things that matter to me



I can share my opinions on things that matter to me

I can judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).



Economic well – being and being a responsible citizen

<u>Year 1</u>	<u>Year 2</u>
I can contribute to the life of the classroom	I can contribute to the life of the classroom
I can help construct, and agree to follow, group and class rules and to understand how these rules help me.	I help construct, and agree to follow, group and class rules and to understand how these rules help me.
I know that I belong to various groups and communities such as family and school.	I show an understanding that people and other living things have needs and we have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).
I show an understanding that people and other living things have needs	I know I belong to various groups and communities such as family and school
I know that I am unique	I can recognise how I am the same and different to others



<p>I know that money comes from different sources and can be used for different purposes</p>	<p>I can talk about what improves and harms their local, natural and built environments and about some of the ways people look after them</p>
	<p>I know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</p>
	<p>I know about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</p>
	<p>I know some ways we improve and harm our local, natural and built environments</p>