

Knowledge, Skills and Understanding breakdown for Me and My Relationships

Year 1RD

Feelings	Getting Help	Classroom Rules
<ul style="list-style-type: none"> I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings. 	<ul style="list-style-type: none"> I know when I need help and who to go to for help. 	<ul style="list-style-type: none"> I can tell you some different classroom rules.

Year 1 (Challenging)

<ul style="list-style-type: none"> I can give a wide range of examples of how to deal with some of the 'not so good' feelings and how to help others to do this. 	<ul style="list-style-type: none"> I know the signs of needing help and can identify a range of adults that I can turn to, when needed. 	<ul style="list-style-type: none"> I can tell you a range of classroom rules and explain why we have them
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Knowledge, Skills and Understanding breakdown for

Year 1RD

Recognising, valuing and celebrating difference	Developing tolerance
<ul style="list-style-type: none"> I can say ways in which people are similar as well as different. 	<ul style="list-style-type: none"> I can say why things sometimes seem unfair, even if they are not.

Year 1 (Challenging)

<ul style="list-style-type: none"> I can give examples of differences that are something to be valued and celebrated. 	<ul style="list-style-type: none"> I can explain why sometimes things seem unfair to other people.
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Knowledge, Skills and Understanding breakdown for Keeping Myself Safe

Year 1RD

How our feelings can keep us safe	Keeping healthy	Medicine safety
<ul style="list-style-type: none"> I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). 	<ul style="list-style-type: none"> I can give examples of how I keep myself healthy. 	<ul style="list-style-type: none"> I can say how and why these different things are important to keeping healthy (e.g. food - gives energy so that we can move our body).
Year 1 (Challenging)		
<ul style="list-style-type: none"> I can recognise signs of feelings in other people (friends or family) and can suggest ways that I might be able to help them. 	<ul style="list-style-type: none"> I can say how and why these different things are important to keeping healthy (e.g. food - gives energy so that we can move our body). 	<ul style="list-style-type: none"> I can explain why medicines need to be kept out of reach and sight of children.

Knowledge, Skills and Understanding breakdown for Rights and Responsibilities Relationships

Year 1RD

Looking after things

I can give some examples of how I look after myself and my environment - at school or at home.

- I can also say some ways that we look after money.

Year 1 (Challenging)

- I can give a variety of examples of something that I've helped to look after at school or at home and how I've felt about this.

**Knowledge, Skills and Understanding breakdown for
Being my Best**

Year 1RD

Growth Mindset

- I can name a few different ideas of what I can do if I find something difficult.

Keeping healthy

- I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.

Year 1 (Challenging)

- I can give examples of how these ideas have helped me when I have found something difficult.

- I can explain about different food groups and why we need to choose and eat food from these different groups.

**Knowledge, Skills and Understanding breakdown for
Growing and Changing**

Year 1RD

Getting help

- I can identify an adult I can talk to at both home and school. If I need help.

**Becoming
independent**

- I can tell you some things I can do now that I couldn't do when I was a toddler.

Body parts

- I can tell you what some of my body parts do.

Year 1 (Challenging)

- I can identify a range of adults in my life that I can trust and ask for help.

- I can tell you a range of things that I can do now that I couldn't do last year and some things that I am still learning to do.

- I can tell you which body parts girls and boys have that are the same and which body parts are different.

Knowledge, Skills and Understanding breakdown for Me and My Relationships

Year 2C

Bullying and teasing	Our school rules about bullying	Being a good friend	Feelings/self-regulation
<ul style="list-style-type: none"> I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. 	<ul style="list-style-type: none"> I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together. 	<ul style="list-style-type: none"> I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. 	<ul style="list-style-type: none"> Most of the time I can express my feelings in a safe, controlled way.

Year 2 (Challenging)

<ul style="list-style-type: none"> I can tell you some ways that I can help someone else who is being bullied, if this happens. 	<ul style="list-style-type: none"> I can give examples of when I've had to think about a rule and stick to it - and how I've helped other people in my class to do this. I can explain that most people do not bully and that bullying is not very common. (Understands norms of bullying). 	<ul style="list-style-type: none"> I can give examples of ways that I have tried to help others be good friends to each other. 	<ul style="list-style-type: none"> Almost always, I can express my feelings in a safe controlled way, and help others to do the same.
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Knowledge, Skills and Understanding breakdown for Valuing Differences

Year 2C

Being kind and helping others	Listening Skills
<ul style="list-style-type: none"> I can say how I could help myself if I was being left out. 	<ul style="list-style-type: none"> I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.

Year 2 (Challenging)

<ul style="list-style-type: none"> If someone came to me with an unsafe secret they had been asked to keep, I can say some things that I could do to help them to keep safe. 	<ul style="list-style-type: none"> I can use listening skills to help solve disagreements by showing that I have heard another person's point of view and then putting forward other ideas, or a compromise.
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**Knowledge, Skills and Understanding breakdown for
Keeping Myself Safe**

Year 2C

Safe and unsafe secrets

- I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.
- I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.

Medicine safety

- I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.

Year 2 (Challenging)

- I can say ways of getting an adult's attention if a 'not OK' touch was happening to me, or to someone I know, even if the adults that I go to for help are very busy.
- If someone came to me with an unsafe secret they had been asked to keep, I can say some things that I could do to help them to keep safe.

- I can give some examples of other things that people can do to help themselves get better if they are ill, as well as, or instead of taking medicine (e.g. rest and sleep, drinking water, eating the right kind of food).

**Knowledge, Skills and Understanding breakdown for
Rights and Responsibilities Relationships**

Year 2C

Cooperation and self-regulation

- I can give examples of when I've used some of these ideas to help me when I am not settled.

Year 2 (Challenging)

- I can help other people to understand what they can do to help them settle in the classroom and I can always or almost always do these things myself.

**Knowledge, Skills and Understanding breakdown for
Being my Best**

Year 2C

Looking after my body

- I can name different parts of my body that are *inside* me and help to turn food into energy. I know what I need to get energy.

Growth Mindset

- I can explain how setting a goal or goals will help me to achieve what I want to be able to do.

Year 2 (Challenging)

- I can give examples of the things I do to keep healthy, including looking after my teeth, eating healthy food, exercise and rest say and how I try to make sure I do these things regularly.

- I can give an example of something that I've set goals for, how it's helped me in the past, and how it could help me more in the future.

**Knowledge, Skills and Understanding breakdown for
Growing and Changing**

Year 2C

Life cycles

- I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.

Dealing with loss

- I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).

Being supportive

- I can give examples of how to give feedback to someone.

Year 2 (Challenging)

- I can tell you what I am looking forward to when I am older (at 10 years and again at 21 years old).

- I can suggest ways of keeping in touch with someone if they move away.

- I can explain the difference between positive feedback and constructive support.

**Knowledge, Skills and Understanding breakdown for
Me and My Relationships**

Year 3H

Cooperation

- I can usually accept the views of others and understand that we don't always agree with each other.

Friendships

- I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.

Year 3 (Challenging)

- I can find ways of helping others to resolve arguments or disputes.

- I can give examples of ways that I have tried to help others who've fallen out with each other to get back to being friends.

**Knowledge, Skills and Understanding breakdown for
Valuing Differences**

Year 3H

Recognising and respecting diversity

- I can give examples of different community groups and what is good about having different groups.

Being respectful and tolerant

- I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.

Year 3 (Challenging)

- I can explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc). I can say some ways that prejudice can be safely challenged.

- I can give examples of when I have helped people to be more respectful and tolerant, by setting a good example.

**Knowledge, Skills and Understanding breakdown for
Keeping Myself Safe**

Year 3H

Managing risk	Drugs and their risks	Staying safe online
<ul style="list-style-type: none"> I can say what I could do to make a situation less risky or not risky at all. 	<ul style="list-style-type: none"> I can say why medicines can be helpful or harmful. 	<ul style="list-style-type: none"> I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.

Year (Challenging)

<ul style="list-style-type: none"> I can say why some people might take risks and why others choose to avoid risky situations. 	<ul style="list-style-type: none"> I can explain why things other than drugs can be helpful and harmful to a person's health, and what can influence a person to take risks. 	<ul style="list-style-type: none"> I can give examples of how sometimes people try to find out personal information through online communication and the problems this can lead to.
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**Knowledge, Skills and Understanding breakdown for
Rights and Responsibilities Relationships**

Year 3H

Skills we need to develop as we grow up	Helping and being helped
<ul style="list-style-type: none"> I can say some ways of checking whether something is a fact or just an opinion. 	<ul style="list-style-type: none"> I can say how I can help the people who help me, and how I can do this. I can give an example of this.

Year 3 (Challenging)

<ul style="list-style-type: none"> I can explain some of the ways that people online might try to trick people by presenting 'false facts' and say what I can do to keep myself safe from being tricked. 	<ul style="list-style-type: none"> I can give a few examples of how I've helped people who help me and how I can help myself.
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**knowledge, Skills and Understanding breakdown for
Being my Best**

Year 3H

Keeping myself healthy

- I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.

Celebrating and developing my skills

- I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.

Year 3 (Challenging)

- I can give several examples of things that I do to take responsibility for my health and can explain the benefits of this to me and to other people who choose to do them.

- I can tell you about aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these.

**Knowledge, Skills and Understanding breakdown for
Growing and Changing**

Year 3H

Relationships

- I can name a few things that make a positive relationship and some things that make a negative relationship.

Menstruation

- I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.

Keeping safe

- I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.

Year 3 (Challenging)

- I can explain things I have done to help keep/make a healthy relationship (e.g. with a friend or another special person).

- I can tell you some of the correct words for the parts of the woman's body that are involved in menstruation.

- I can identify unsafe secrets that make me feel uncomfortable and who I can talk to about it.

**Knowledge, Skills and Understanding breakdown for
Me and My Relationships**

Year 3S

Cooperation

- I can usually accept the views of others and understand that we don't always agree with each other.

Friendships

- I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.

Year 3 (Challenging)

- I can find ways of helping others to resolve arguments or disputes.

- I can give examples of ways that I have tried to help others who've fallen out with each other to get back to being friends.

**Knowledge, Skills and Understanding breakdown for
Valuing Differences**

Year 3S

Recognising and respecting diversity

- I can give examples of different community groups and what is good about having different groups.

Being respectful and tolerant

- I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.

Year 3 (Challenging)

- I can explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc). I can say some ways that prejudice can be safely challenged.

- I can give examples of when I have helped people to be more respectful and tolerant, by setting a good example.

**Knowledge, Skills and Understanding breakdown for
Keeping Myself Safe**

Year 3S

Managing risk	Drugs and their risks	Staying safe online
<ul style="list-style-type: none"> I can say what I could do to make a situation less risky or not risky at all. 	<ul style="list-style-type: none"> I can say why medicines can be helpful or harmful. 	<ul style="list-style-type: none"> I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.

Year (Challenging)

<ul style="list-style-type: none"> I can say why some people might take risks and why others choose to avoid risky situations. 	<ul style="list-style-type: none"> I can explain why things other than drugs can be helpful and harmful to a person's health, and what can influence a person to take risks. 	<ul style="list-style-type: none"> I can give examples of how sometimes people try to find out personal information through online communication and the problems this can lead to.
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**Knowledge, Skills and Understanding breakdown for
Rights and Responsibilities Relationships**

Year 3S

Skills we need to develop as we grow up	Helping and being helped
<ul style="list-style-type: none"> I can say some ways of checking whether something is a fact or just an opinion. 	<ul style="list-style-type: none"> I can say how I can help the people who help me, and how I can do this. I can give an example of this.

Year 3 (Challenging)

<ul style="list-style-type: none"> I can explain some of the ways that people online might try to trick people by presenting 'false facts' and say what I can do to keep myself safe from being tricked. 	<ul style="list-style-type: none"> I can give a few examples of how I've helped people who help me and how I can help myself.
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**knowledge, Skills and Understanding breakdown for
Being my Best**

Year 3S

Keeping myself healthy

- I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.

Celebrating and developing my skills

- I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.

Year 3 (Challenging)

- I can give several examples of things that I do to take responsibility for my health and can explain the benefits of this to me and to other people who choose to do them.

- I can tell you about aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these.

**Knowledge, Skills and Understanding breakdown for
Growing and Changing**

Year 3S

Relationships

- I can name a few things that make a positive relationship and some things that make a negative relationship.

Menstruation

- I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.

Keeping safe

- I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.

Year 3 (Challenging)

- I can explain things I have done to help keep/make a healthy relationship (e.g. with a friend or another special person).

- I can tell you some of the correct words for the parts of the woman's body that are involved in menstruation.

- I can identify unsafe secrets that make me feel uncomfortable and who I can talk to about it.

Knowledge, Skills and Understanding breakdown for Me and My Relationships

Year 4M		
Recognising feelings	Bullying	Assertive skills
<ul style="list-style-type: none"> I can give a lot of examples of how I can tell a person is feeling worried just by their body language. 	<ul style="list-style-type: none"> I can say what I could do if someone was upsetting me or if I was being bullied. 	<ul style="list-style-type: none"> I can explain what being 'assertive' means and give a few examples of ways of being assertive.
Year 4 (Challenging)		
<ul style="list-style-type: none"> I can give examples of body language from a range of different emotions. 	<ul style="list-style-type: none"> I can give examples of how I can help someone else who is upset or being bullied. 	<ul style="list-style-type: none"> I can give different examples of when (and why) I might need to be assertive.

Knowledge, Skills and Understanding breakdown for Valuing Differences

Year 4M	
Recognising and celebrating difference <i>(including religions and cultural difference)</i>	Understanding and challenging stereotypes
<ul style="list-style-type: none"> I can say a lot of ways that people are different, including religious or cultural differences. 	<ul style="list-style-type: none"> I can explain why it's important to challenge stereotypes that might be applied to me or others.
Year 4 (Challenging)	
<ul style="list-style-type: none"> I can say how differences sometimes cause conflict but can also be something to celebrate. 	<ul style="list-style-type: none"> I can explain how stereotyping can limit some people's thinking about what they can do or become (aspirations) and why it's important for me and others to challenge this.

Knowledge, Skills and Understanding breakdown for

Keeping Myself Safe

Year 4M

Managing risk	Understanding the norms of drug use (cigarette and alcohol use)	Influences
<ul style="list-style-type: none"> I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks. 	<ul style="list-style-type: none"> I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol. 	<ul style="list-style-type: none"> I can give examples of positive and negative influences, including things that could influence me when I am making decisions.
Year 4 (Challenging)		
<ul style="list-style-type: none"> I can work through examples of risky situations and explain the steps that a person might want to think about to reduce or remove the risk. 	<ul style="list-style-type: none"> I can explain why smoking and drinking alcohol is particularly harmful for a young person's body. (Body not fully developed; drugs are less diluted in a smaller body, so will have greater effect). 	<ul style="list-style-type: none"> I can give examples of consequences of decisions and explain how these can be either positive or negative.

Knowledge, Skills and Understanding breakdown for Rights and Responsibilities Relationships

Year 4M

Making a difference (different ways of helping others or the environment)	Media influence	Decisions about spending money
<ul style="list-style-type: none"> I can explain how a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. 	<ul style="list-style-type: none"> I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. 	<ul style="list-style-type: none"> I can give examples of these decisions and how they might relate to me.
Year (Challenging)		
<ul style="list-style-type: none"> I can tell you what an <i>active bystander</i> is and give an example of when I might be able to be an active bystander, or when I have done this. 	<ul style="list-style-type: none"> I can give an example of this and talk about the different sides of a news story. 	<ul style="list-style-type: none"> I can give examples of how these decisions might affect communities including schools or the wider community, such as where I live.

Knowledge, Skills and Understanding breakdown for

Being my Best

Year 4M

Having choices and making decisions about my health

- I can give a few examples of different things that I do already that help to me keep healthy.

Taking care of my environment

- I can give different examples of some of the things that I do already to help look after my environment.

Year 4 (Challenging)

- I can explain the benefits of looking after myself both now and in the future.

- I can explain the benefits of looking after my environment both now and in the future, and for future generations.

Knowledge, Skills and Understanding breakdown for Growing and Changing

Year 4M

Body changes during puberty

- I can label some parts of the body that only boys have and only girls have.

Managing difficult feelings

- I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).

Relationships including marriage

- I can tell you why people get married.

Year 4 (Challenging)

- I can talk about how some parts of the body change during puberty.

- I can suggest some good ways to compromise to reduce conflict.

- I can explain why some people choose to have a civil ceremony or live together instead.

Knowledge, Skills and Understanding breakdown for Me and My Relationships

Year 5T

Feelings	Friendship skills, including compromise	Assertive skill
<ul style="list-style-type: none"> I can give a range of examples of our emotional needs and explain why they are important. 	<ul style="list-style-type: none"> I can explain why these qualities are important. 	<ul style="list-style-type: none"> I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.

Year 5 (Challenging)

<ul style="list-style-type: none"> I can name many of our emotional needs, explain their importance and give examples of how understanding them can help me. 	<ul style="list-style-type: none"> I can give examples of these qualities in action and the difference they make. 	<ul style="list-style-type: none"> I can explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).
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Knowledge, Skills and Understanding breakdown for Valuing Differences

Year 5T

Recognising and celebrating difference (including religions and cultural)	Influence and pressure from social media
<ul style="list-style-type: none"> I can give examples of different faiths and cultures and positive things about having these differences. 	<ul style="list-style-type: none"> I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.

Year 5 (Challenging)

<ul style="list-style-type: none"> I can describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.) 	<ul style="list-style-type: none"> I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)
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Knowledge, Skills and Understanding breakdown for Keeping Myself Safe

Year 5T

Managing risk (including staying safe online)	Norms around use of legal drugs (tobacco and alcohol)
<ul style="list-style-type: none"> I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. 	<ul style="list-style-type: none"> I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.

Year 5 (Challenging)

<ul style="list-style-type: none"> I can give an example of a risk that I've experienced relating to this and how I've managed to reduce or remove the risk (applying skills and knowledge). 	<ul style="list-style-type: none"> I can explain how knowing the real norms about smoking can influence people to choose not to smoke. I can express how this might be the case for other drugs, including alcohol and illegal drugs.
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Knowledge, Skills and Understanding breakdown for Rights and Responsibilities Relationships

Year 5T

Rights and responsibilities	Rights and responsibilities to my health	Decisions about lending, borrowing and spending money
<ul style="list-style-type: none"> I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. 	<ul style="list-style-type: none"> I can give a few different examples of things that I am responsible for to keep myself healthy. 	<ul style="list-style-type: none"> I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.

Year 5 (Challenging)

<ul style="list-style-type: none"> I can explain some of the wider rights and responsibilities that we have, such as to the community or the environment. 	<ul style="list-style-type: none"> I can explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers. 	<ul style="list-style-type: none"> I can give an example of how this spending might be popular or unpopular with different people in the community.
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Knowledge, Skills and Understanding breakdown for

Being my Best

Year 5T

Growing independence and taking responsibility

- I can give an example of when I have had increased independence and how that has also helped me to show responsibility.

Media awareness and safety

I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.

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Year 5 (Challenging)

I can predict the increasing levels of independence and responsibilities I will have as I grow older, by giving some examples of this, from teenage to adult years.

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I can also explain why media images of celebrities (and sometimes of friends) can make some people feel.

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Knowledge, Skills and Understanding breakdown for Growing and Changing

Year 5T

Managing difficulty feelings

- I can explain what resilience is and how it can be developed.

Managing change

- I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).

Getting help

- I am able to identify when I need help and can identify trusted adults in my life who can help me.

Year (Challenging)

- I can list a range of good and not so good feelings people have, how having resilience can help and give a few examples of how I can develop my confidence/resilience.

- I can suggest ways to cope with strong emotions in response to change.

- I can recognise when others may need to get help and can advise them to talk to a trusted adult.

Knowledge, Skills and Understanding breakdown for Me and My Relationships

Year 5S

Feelings	Friendship skills, including compromise	Assertive skill
<ul style="list-style-type: none"> I can give a range of examples of our emotional needs and explain why they are important. 	<ul style="list-style-type: none"> I can explain why these qualities are important. 	<ul style="list-style-type: none"> I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.

Year 5 (Challenging)

<ul style="list-style-type: none"> I can name many of our emotional needs, explain their importance and give examples of how understanding them can help me. 	<ul style="list-style-type: none"> I can give examples of these qualities in action and the difference they make. 	<ul style="list-style-type: none"> I can explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).
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Knowledge, Skills and Understanding breakdown for Valuing Differences

Year 5S

Recognising and celebrating difference (including religions and cultural)	Influence and pressure from social media
<ul style="list-style-type: none"> I can give examples of different faiths and cultures and positive things about having these differences. 	<ul style="list-style-type: none"> I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.

Year 5 (Challenging)

<ul style="list-style-type: none"> I can describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding etc.) 	<ul style="list-style-type: none"> I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.)
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**Knowledge, Skills and Understanding breakdown for
Keeping Myself Safe**

Year 5S

Managing risk (including staying safe online)	Norms around use of legal drugs (tobacco and alcohol)
<ul style="list-style-type: none"> I can give examples of things that might influence a person to take risks online. I can explain that I have a choice. 	<ul style="list-style-type: none"> I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.

Year 5 (Challenging)

<ul style="list-style-type: none"> I can give an example of a risk that I've experienced relating to this and how I've managed to reduce or remove the risk (applying skills and knowledge). 	<ul style="list-style-type: none"> I can explain how knowing the real norms about smoking can influence people to choose not to smoke. I can express how this might be the case for other drugs, including alcohol and illegal drugs.
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**Knowledge, Skills and Understanding breakdown for
Rights and Responsibilities Relationships**

Year 5S

Rights and responsibilities	Rights and responsibilities to my health	Decisions about lending, borrowing and spending money
<ul style="list-style-type: none"> I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me. 	<ul style="list-style-type: none"> I can give a few different examples of things that I am responsible for to keep myself healthy. 	<ul style="list-style-type: none"> I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an examples of some of the things they have to allocate money for.

Year 5 (Challenging)

<ul style="list-style-type: none"> I can explain some of the wider rights and responsibilities that we have, such as to the community or the environment. 	<ul style="list-style-type: none"> I can explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers. 	<ul style="list-style-type: none"> I can give an example of how this spending might be popular or unpopular with different people in the community.
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Knowledge, Skills and Understanding breakdown for

Being my Best

Year 5S

Growing independence and taking responsibility

- I can give an example of when I have had increased independence and how that has also helped me to show responsibility.

Media awareness and safety

- I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.

Year 5 (Challenging)

I can predict the increasing levels of independence and responsibilities I will have as I grow older, by giving some examples of this, from teenage to adult years.

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I can also explain why media images of celebrities (and sometimes of friends) can make some people feel.

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Knowledge, Skills and Understanding breakdown for Growing and Changing

Year 5S

Managing difficulty feelings

- I can explain what resilience is and how it can be developed.

Managing change

- I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).

Getting help

- I am able to identify when I need help and can identify trusted adults in my life who can help me.

Year (Challenging)

- I can list a range of good and not so good feelings people have, how having resilience can help and give a few examples of how I can develop my confidence/resilience.

- I can suggest ways to cope with strong emotions in response to change.

- I can recognise when others may need to get help and can advise them to talk to a trusted adult.

Knowledge, Skills and Understanding breakdown for Me and My Relationships

Year 6M

Assertiveness	Cooperation	Safe/unsafe touches
<ul style="list-style-type: none"> I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. 	<ul style="list-style-type: none"> I can give examples of negotiation and compromise. 	<ul style="list-style-type: none"> I can explain what inappropriate touch is and give example.

Year 6 (Challenging)

<ul style="list-style-type: none"> I know the difference between an active and passive bystander and I can give examples of how these two different behaviours have an impact on a situation where someone is being bullied. 	<ul style="list-style-type: none"> I can explain how I can help other people to use negotiation and compromise skills, and give positive feedback during tasks needing these skills. 	<ul style="list-style-type: none"> I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.
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Knowledge, Skills and Understanding breakdown for Valuing Differences

Year 6M

Recognising and reflecting on prejudice-based bullying	Understanding bystander behaviour
<p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p>	<ul style="list-style-type: none"> I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.

Year 6 (Challenging)

<ul style="list-style-type: none"> I can describe how empathy can help people to be more tolerant and understanding of those who are different from them. 	<ul style="list-style-type: none"> I can give some different examples of what bystanders might do and how their behaviour affects a bullying situation. I can give examples of when it might be safe or unsafe to be an active bystander.
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**Knowledge, Skills and Understanding breakdown for
Keeping Myself Safe**

Year 6M

Emotional needs	Staying safe online	Drugs: norms and risks (including law)
<ul style="list-style-type: none"> I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. 	<ul style="list-style-type: none"> I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. 	<ul style="list-style-type: none"> I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).

Year 6 (Challenging)

<ul style="list-style-type: none"> I can give an example of how I have been able to get one (or more) of my emotional needs met. 	<ul style="list-style-type: none"> I can give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made. 	<ul style="list-style-type: none"> I can explain that if young people know the actual norms they are less likely to take part in the risky behaviour (e.g. drinking alcohol).
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**Knowledge, Skills and Understanding breakdown for
Rights and Responsibilities Relationships**

Year 6M

Understating media bias (including social media)	Caring (communities and the environment)	Earning and saving money
<ul style="list-style-type: none"> I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. 	<ul style="list-style-type: none"> I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. 	<ul style="list-style-type: none"> I can explain the advantages and disadvantages of different ways of saving money.

Year 6 (Challenging)

<ul style="list-style-type: none"> I can give examples of some of the ways that a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use. 	<ul style="list-style-type: none"> I can give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this. 	<ul style="list-style-type: none"> I can explain what the term 'interest' means in relation to money and give examples of advantages and disadvantages of long-term saving (e.g. an
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ISA).

Knowledge, Skills and Understanding breakdown for Being my Best

Year 6M

Aspirations and goal setting

Managing risk

- I can tell you how I can overcome problems and challenges on the way to achieving my goals.

- I can give examples of an emotional risk and a physical risk.

Year 6 (Challenging)

- I can give examples of ways that I've overcome challenges and barriers to achieving my goals.

- I can tell you about the things I (and others) can do to reduce or remove risk in different situations.

Knowledge, Skills and Understanding breakdown for Growing and Changing

Year 6M

Keeping safe

Body image

Self esteem

- I can give an example of a secret that should be shared with a trusted adult.

- I can tell you some emotional changes associated with puberty and how people may feel when their bodies change

- I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).

Year 6 (Challenging)

- I can offer advice about whether a secret should be kept or shared, and who it should be shared with.

- I can suggest ways in which a person can feel better about their body changing and see it in a positive way.

- I can give examples of things that I can do or say to myself that can help me feel good about myself.

Knowledge, Skills and Understanding breakdown for Me and My Relationships

Year 6M

Assertiveness	Cooperation	Safe/unsafe touches
<ul style="list-style-type: none"> I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied. 	<ul style="list-style-type: none"> I can give examples of negotiation and compromise. 	<ul style="list-style-type: none"> I can explain what inappropriate touch is and give example.

Year 6 (Challenging)

<ul style="list-style-type: none"> I know the difference between an active and passive bystander and I can give examples of how these two different behaviours have an impact on a situation where someone is being bullied. 	<ul style="list-style-type: none"> I can explain how I can help other people to use negotiation and compromise skills, and give positive feedback during tasks needing these skills. 	<ul style="list-style-type: none"> I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.
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Knowledge, Skills and Understanding breakdown for Valuing Differences

Year 6M

Recognising and reflecting on prejudice-based bullying	Understanding bystander behaviour
<p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p>	<ul style="list-style-type: none"> I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.

Year 6 (Challenging)

<ul style="list-style-type: none"> I can describe how empathy can help people to be more tolerant and understanding of those who are different from them. 	<ul style="list-style-type: none"> I can give some different examples of what bystanders might do and how their behaviour affects a bullying situation. I can give examples of when it might be safe or unsafe to be an active bystander.
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Knowledge, Skills and Understanding breakdown for Keeping Myself Safe

Year 6M

Emotional needs	Staying safe online	Drugs: norms and risks <i>(including law)</i>
<ul style="list-style-type: none"> I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met. 	<ul style="list-style-type: none"> I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this. 	<ul style="list-style-type: none"> I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).

Year 6 (Challenging)

<ul style="list-style-type: none"> I can give an example of how I have been able to get one (or more) of my emotional needs met. 	<ul style="list-style-type: none"> I can give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made. 	<ul style="list-style-type: none"> I can explain that if young people know the actual norms they are less likely to take part in the risky behaviour (e.g. drinking alcohol).
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Knowledge, Skills and Understanding breakdown for Rights and Responsibilities Relationships

Year 6M

Understating media bias <i>(including social media)</i>	Caring <i>(communities and the environment)</i>	Earning and saving money
<ul style="list-style-type: none"> I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themselves. 	<ul style="list-style-type: none"> I can explain that what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way. 	<ul style="list-style-type: none"> I can explain the advantages and disadvantages of different ways of saving money.

Year 6 (Challenging)

<ul style="list-style-type: none"> I can give examples of some of the ways that a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use. 	<ul style="list-style-type: none"> I can give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this. 	<ul style="list-style-type: none"> I can explain what the term 'interest' means in relation to money and give examples of advantages and disadvantages of long-term saving (e.g. an
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ISA).

Knowledge, Skills and Understanding breakdown for Being my Best

Year 6M

Aspirations and goal setting

Managing risk

- I can tell you how I can overcome problems and challenges on the way to achieving my goals.

- I can give examples of an emotional risk and a physical risk.

Year 6 (Challenging)

- I can give examples of ways that I've overcome challenges and barriers to achieving my goals.

- I can tell you about the things I (and others) can do to reduce or remove risk in different situations.

Knowledge, Skills and Understanding breakdown for Growing and Changing

Year 6M

Keeping safe

Body image

Self esteem

- I can give an example of a secret that should be shared with a trusted adult.

- I can tell you some emotional changes associated with puberty and how people may feel when their bodies change

- I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).

Year 6 (Challenging)

- I can offer advice about whether a secret should be kept or shared, and who it should be shared with.

- I can suggest ways in which a person can feel better about their body changing and see it in a positive way.

- I can give examples of things that I can do or say to myself that can help me feel good about myself.