

*Aldbury C of E Primary & Nursery School*  
*Skills Ladders Year 1 Year 2023 - 2024*

*Key learning in bold*

Autumn One Being Me in My World Who am I and how do I fit in?			
EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<ul style="list-style-type: none"> <li>• Know they have a right to learn and play, safely and happily</li> <li>• Know that some people are different from themselves</li> <li>• Know that hands can be used kindly and unkindly</li> <li>• Know special things about themselves</li> <li>• Know how happiness and sadness can be expressed</li> <li>• Know that being kind is good</li> <li>• <b>Identify feelings associated with belonging</b></li> <li>• <b>Explore and demonstrate the skills</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand the rights and responsibilities of class members</li> <li>• Know about rewards and consequences and that these stem from choices</li> <li>• Know that it is important to listen to other people</li> <li>• Understand that their <b>own views are valuable</b></li> <li>• Know that positive choices impact positively on self-learning and the learning of others</li> <li>• Identifying hopes and fears for the year ahead</li> <li>• <b>Know how to make their class a safe and fair place</b></li> </ul>	<ul style="list-style-type: none"> <li>• Know their place in the school community</li> <li>• Know what democracy is (applied to pupil voice in school)</li> <li>• Know how groups work together to reach a consensus</li> <li>• Know that having a <b>voice and democracy benefits the school community</b></li> <li>• Know how individual attitudes and actions make a difference to a class</li> <li>• Know about the different roles in the school community</li> </ul>	<ul style="list-style-type: none"> <li>• Know about children's universal rights (United Nations Convention on the Rights of the Child)</li> <li>• Know about the lives of children in other parts of the world</li> <li>• Know that <b>personal choices can affect others locally and globally</b></li> <li>• Know how to set goals for the year ahead</li> <li>• Understand what fears and worries are</li> <li>• Understand that their own choices result in different consequences and rewards</li> <li>• Understand how democracy and having a voice benefits the school community</li> </ul>

<p><b>to play co-operatively with others</b></p> <ul style="list-style-type: none"> <li>• <b>Be able to consider others' feelings</b></li> <li>• Identify feelings of happiness and sadness</li> <li>• Be responsible in the setting</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Show good listening skills</b></li> <li>• <b>Be able to work co-operatively</b></li> <li>• Recognise own feelings and know when and where to get help</li> <li>• Recognise the feeling of being worried</li> </ul>	<ul style="list-style-type: none"> <li>• Know that their own actions affect themselves and others</li> <li>• <b>Identify the feelings associated with being included or excluded</b></li> <li>• <b>Be able to take on a role in a group discussion / task and contribute to the overall outcome</b></li> <li>• <b>Know how to regulate my emotions</b></li> <li>• Can make others feel cared for and welcome</li> <li>• Recognise the feelings of being motivated or unmotivated</li> <li>• Can make others feel valued and included</li> <li>• Understand why the school community benefits from a Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to contribute towards the democratic process</li> <li>• <b>Know own wants and needs</b></li> <li>• <b>Be able to compare their life with the lives of those less fortunate</b></li> <li>• <b>Demonstrate empathy and understanding towards others</b></li> <li>• <b>Can demonstrate attributes of a positive role-model</b></li> <li>• Can take positive action to help others</li> <li>• Be able to contribute towards a group task</li> <li>• Know what effective group work is</li> <li>• Know how to regulate my emotions</li> <li>• Be able to make others feel welcomed and valued</li> </ul>
<p><b>Vocabulary progression</b></p>			
<p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited,</p>	<p>Consolidate EYFS &amp; Yr 1 Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices,</p>	<p>Consolidate KS1 &amp; Yr 3 Included, Excluded, Role, Job Description, School Community, Democracy, Democratic,</p>	<p>Consolidate KS1 &amp; KS2 Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective</p>

Nervous, Sharing, Taking Turns	Co-Operate, Problem-Solving	Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)	
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<b>Autumn Two</b> <b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique.			
EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<ul style="list-style-type: none"> <li>• Know what being unique means</li> <li>• Know the names of some emotions such as happy, sad, frightened, angry</li> <li>• Know why having friends is important</li> <li>• Know some qualities of a positive friendship</li> <li>• Know that they don't have to be 'the same as' to be a friend</li> <li>• Know what being proud means and that people can be proud of different things</li> <li>• Know that people can be good at different things</li> <li>• Understand how families</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between a one-off incident and bullying</li> <li>• Understand that sometimes people get bullied because of difference</li> <li>• Know that friends can be different and still be friends</li> <li>• Know there are stereotypes about boys and girls</li> <li>• Know where to get help if being bullied</li> <li>• Know that it is OK not to conform to gender stereotypes</li> <li>• Appreciate how it is good to be yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>• Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> <li>• Know that sometimes people make assumptions about a person because of the way they look or act</li> <li>• Know there are influences that can affect how we judge a person or situation</li> </ul>	<ul style="list-style-type: none"> <li>• Know that people can hold power over others individually or in a group</li> <li>• Know that power can play a part in a bullying or conflict situation</li> <li>• Know that there are different perceptions of 'being normal' and where these might come from</li> <li>• Know that difference can be a source of celebration as well as conflict</li> <li>• Know that being different could affect someone's life</li> <li>• Know why some people choose to bully others</li> <li>• Explore how people with disabilities can lead amazing lives</li> </ul>

<ul style="list-style-type: none"> <li>can be different</li> <li>• Know that people have different homes and why they are important to them</li> <li>• Explore different ways of making friends</li> <li>• Know different ways to stand up for myself</li> <li>• <b>Recognise emotions when they or someone else is upset, frightened or angry</b></li> <li>• <b>Identify and use skills to make a friend</b></li> <li>• <b>Identify some ways they can be different and the same as others</b></li> <li>• <b>Identify and use skills to stand up for themselves</b></li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between right and wrong and the role that choice has to play in this</li> <li>• <b>Explain how being bullied can make someone feel</b></li> <li>• <b>Know how to stand up for themselves when they need to</b></li> <li>• <b>Understand that everyone's differences make them special and unique</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know what to do if they think bullying is or might be taking place</b></li> <li>• Know that first impressions can change</li> <li>• <b>Be comfortable with the way they look</b></li> <li>• <b>Try to accept people for who they are</b></li> <li>• <b>Be non-judgemental about others who are different</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Empathise with people who are different and be aware of their own feelings towards them</b></li> <li>• <b>Identify feelings associated with being excluded</b></li> <li>• <b>Be able to recognise when someone is exerting power negatively in a relationship</b></li> <li>• <b>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</b></li> </ul>
<b>Vocabulary Progression</b>			
Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.	Consolidate EYFS & Yr 1 Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value	Consolidate KS1 & Yr 3 Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll,	Consolidate KS1 & KS2 Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Direct, Indirect, Argument, Recipient, Para-

		Physical features, Impression, Changed	Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration
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<b>Spring One</b> <b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this.			
EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<ul style="list-style-type: none"> <li>• <b>Know what a challenge is</b></li> <li>• <b>Know that it is important to keep trying</b></li> <li>• <b>Know what a goal is</b></li> <li>• Know how to set goals and work towards them</li> <li>• Know which words are kind</li> <li>• Know some jobs that they might like to do when they are older</li> <li>• Know that they must work hard now in order to be able to achieve the job they want when they are older</li> <li>• Know when they have achieved a goal</li> <li>• <b>Understand that challenges can be</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know how to choose a realistic goal and think about how to achieve it</b></li> <li>• <b>Know that it is important to persevere</b></li> <li>• <b>Know how to recognise what working together well looks like</b></li> <li>• Know what good group-working looks like</li> <li>• Know how to share success with other people</li> <li>• <b>Recognise how working with others can be helpful</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know how to make a new plan and set new goals even if they have been disappointed</b></li> <li>• <b>Know how to work as part of a successful group</b></li> <li>• <b>Know how to share in the success of a group</b></li> <li>• Know what their own hopes and dreams are</li> <li>• <b>Know that hopes and dreams don't always come true</b></li> <li>• Know that reflecting on positive and happy</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know their own learning strengths</b></li> <li>• <b>Know what their classmates like and admire about them</b></li> <li>• <b>Know a variety of problems that the world is facing</b></li> <li>• <b>Know some ways in which they could work with others to make the world a better place</b></li> <li>• Know what the learning steps are they need to take to achieve their goal</li> <li>• Know how to set realistic and challenging goals</li> <li>• <b>Understand why it is important to stretch the boundaries of their current learning</b></li> </ul>

<p><b>difficult</b></p> <ul style="list-style-type: none"> <li>• <b>Understand the term Resilience and how to build resilience</b></li> <li>• <b>Recognise some of the feelings linked to perseverance</b></li> <li>• <b>Recognise how kind words can encourage people</b></li> <li>• Talk about a time that they kept on trying and achieved a goal</li> <li>• Be ambitious</li> <li>• Feel proud</li> <li>• Celebrate success</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Be able to work effectively with a partner</b></li> <li>• <b>Be able to choose a partner with whom they work well</b></li> <li>• <b>Be able to work as part of a group</b></li> <li>• Be able to describe their own achievements and the feelings linked to this</li> <li>• Recognise their own strengths as a learner</li> <li>• Recognise how it feels to be part of a group that succeeds and store this feeling</li> </ul>	<p>experiences can help them to counteract disappointment</p> <ul style="list-style-type: none"> <li>• Know how to work out the steps they need to take to achieve a goal</li> <li>• <b>Have a positive attitude</b></li> <li>• <b>Can identify the feeling of disappointment</b></li> <li>• <b>Be able to cope with disappointment</b></li> <li>• <b>Can identify what resilience is</b></li> <li>• Can identify a time when they have felt disappointed</li> <li>• Can talk about their hopes and dreams and the feelings associated with these</li> <li>• Help others to cope with disappointment</li> <li>• Enjoy being part of a group challenge</li> <li>• Can share their success with others</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Be able to give praise and compliments to other people when they recognise that person's achievements</b></li> <li>• <b>Empathise with people who are suffering or living in difficult situations</b></li> </ul>
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<b>Vocabulary Progression</b>			
Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	Consolidate EYFS & Yr 1 Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product	Consolidate KS1 & Yr 3 Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise	Consolidate KS1 & KS2 Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition

<b>Spring Two Healthy Me</b> Being and keeping safe and healthy.			
EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<ul style="list-style-type: none"> <li>• Know what the word 'healthy' means</li> <li>• Know some things that they need to do to keep healthy</li> <li>• Know the names for some parts of their body</li> </ul>	<ul style="list-style-type: none"> <li>• Know what their body needs to stay healthy</li> <li>• Know what relaxed means</li> <li>• Know why healthy snacks are good for their bodies</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are leaders and followers in groups</li> <li>• Know the facts about smoking and its effects on health</li> <li>• Know the facts about alcohol and its effects</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to take responsibility for their own health</li> <li>• Know what it means to be emotionally well</li> <li>• Know how to make choices that benefit their own health and well-being</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Know when and how to wash their hands properly</b></li> <li>• <b>Know how to say no to strangers</b></li> <li>• Know that they need to exercise to keep healthy</li> <li>• Know how to help themselves go to sleep and that sleep is good for them</li> <li>• State what to do if they get lost</li> <li>• <b>Can explain what they need to do to stay healthy</b></li> <li>• <b>Recognise how exercise makes them feel</b></li> <li>• <b>Can give examples of healthy food</b></li> <li>• <b>Can explain what to do if a stranger approaches them</b></li> <li>• Can explain how they might feel if they don't get enough sleep</li> <li>• Recognise how different foods can make them feel</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify which foods give their bodies energy</b></li> <li>• <b>Understand that it is important to use medicines safely</b></li> <li>• Explain what makes them feel relaxed/stressed</li> <li>• Know how medicines work in their bodies</li> <li>• Know how to make some healthy snacks</li> <li>• <b>Feel positive about caring for their bodies and keeping it healthy</b></li> <li>• <b>Have a healthy relationship with food</b></li> <li>• <b>Desire to make healthy lifestyle choices</b></li> <li>• Identify when a feeling is weak and when a feeling is strong</li> <li>• Express how it feels to share healthy food with their friends</li> </ul>	<ul style="list-style-type: none"> <li>• <b>on health, particularly the liver</b></li> <li>• <b>Know ways to resist when people are putting pressure on them</b></li> <li>• <b>Know what they think is right and wrong</b></li> <li>• Know how different friendship groups are formed and how they fit into them</li> <li>• Know which friends they value most</li> <li>• Know that they can take on different roles according to the situation</li> <li>• Know some of the reasons some people start to smoke</li> <li>• Know some of the reasons some people drink alcohol</li> <li>• <b>Can identify the feelings that they have about their friends and different friendship groups</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know about different types of drugs and their uses</b></li> <li>• <b>Know how these different types of drugs can affect people's bodies, especially their liver and heart</b></li> <li>• Know that stress can be triggered by a range of things</li> <li>• Know that being stressed can cause drug and alcohol misuse</li> <li>• <b>Know that some people can be exploited and made to do things that are against the law</b></li> <li>• <b>Know why some people join gangs and the risk that this can involve</b></li> <li>• <b>Are motivated to care for their own physical and emotional health</b></li> <li>• <b>Suggest strategies someone could use to avoid being pressured</b></li> <li>• <b>Can use different strategies to manage stress and pressure</b></li> <li>• Are motivated to find ways to be happy and cope with life's situations without using drugs</li> <li>• Identify ways that someone who is being exploited could help themselves</li> </ul>
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<b>Vocabulary Progression</b>			
Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare	Consolidate EYFS & Yr 1 Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious	Consolidate KS1 & Yr 3 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	Consolidate KS1 & KS2 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

**Summer One  
Relationships**

Building positive, healthy relationships.

EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<ul style="list-style-type: none"> <li>• <b>Know what a family is</b></li> <li>• Know that different people in a family have different responsibilities (jobs)</li> <li>• <b>Know some of the characteristics of healthy and safe friendships</b></li> <li>• <b>Know that friends sometimes fall out</b></li> <li>• <b>Know some ways to mend a friendship</b></li> <li>• <b>Know that unkind words can never be taken back and they can hurt</b></li> <li>• Know how to use Jigsaw's Calm Me to help when feeling angry</li> <li>• Identify some reasons why others get angry</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know that there are lots of forms of physical contact within a family</b></li> <li>• <b>Know how to stay stop if someone is hurting them</b></li> <li>• <b>Know there are good secrets and worry secrets and why it is important to share worry secrets</b></li> <li>• <b>Know what trust is</b></li> <li>• Know that everyone's family is different</li> <li>• Know that families function well when there is trust, respect, care, love and co-operation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know some reasons why people feel jealousy</b></li> <li>• <b>Know that loss is a normal part of relationships</b></li> <li>• <b>Know that negative feelings are a normal part of loss</b></li> <li>• <b>Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</b></li> <li>• Know that jealousy can be damaging to relationships</li> <li>• Know that memories can support us when we lose a special person or animal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know that it is important to take care of their own mental health</b></li> <li>• <b>Know ways that they can take care of their own mental health</b></li> <li>• <b>Know the stages of grief and that there are different types of loss that cause people to grieve</b></li> <li>• Know that sometimes people can try to gain power or control them</li> <li>• Know some of the dangers of being 'online'</li> <li>• Know how to use technology safely and positively to communicate with their friends and family</li> <li>• <b>Recognise that people can get problems with their</b></li> </ul>

<ul style="list-style-type: none"> <li>• <b>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</b></li> <li>• <b>Can suggest ways to make a friend or help someone who is lonely</b></li> <li>• Can use different ways to mend a friendship</li> <li>• <b>Can recognise what being angry feels like</b></li> <li>• Can use Calm Me when angry or upset</li> </ul>	<ul style="list-style-type: none"> <li>• Know some reasons why friends have conflicts</li> <li>• Understand that friendships have ups and downs and sometimes change with time</li> <li>• Know how to use the Mending Friendships or Solve it together problem-solving methods</li> <li>• Can identify the different roles and responsibilities in their family</li> <li>• Can recognise the value that families can bring</li> <li>• <b>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</b></li> <li>• <b>Can identify the negative feelings associated with keeping a worry secret</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can identify feelings and emotions that accompany jealousy</li> <li>• Can suggest positive strategies for managing jealousy</li> <li>• Can identify people who are special to them and express why</li> <li>• <b>Can identify the feelings and emotions that accompany loss</b></li> <li>• <b>Can suggest strategies for managing loss</b></li> <li>• Can tell you about someone they no longer see</li> <li>• <b>Can suggest ways to manage relationship changes including how to negotiate</b></li> </ul>	<p><b>mental health and that it is nothing to be ashamed of</b></p> <ul style="list-style-type: none"> <li>• Can help themselves and others when worried about a mental health problem</li> <li>• Recognise when they are feeling grief and have strategies to manage them</li> <li>• Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> <li>• <b>Can explore ways to resist pressure to do something online that might hurt themselves or others</b></li> <li>• <b>Can take responsibility for their own safety and well-being</b></li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Can identify who they trust in their own relationships</b></li> <li>• Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</li> <li>• Can identify the feelings associated with trust</li> <li>• Can give and receive compliments</li> <li>• <b>Can say who they would go to for help if they were worried or scared</b></li> </ul>		
<b>Vocabulary Progression</b>			
Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing	Consolidate EYFS & Yr 1 Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling,	Consolidate KS1 & Yr 3 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,	Consolidate KS1 & KS2 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,

	Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,	Empathy, Betrayal, Amicable, Love.	Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety
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<b>Summer Two</b> <b>Changing Me</b> Coping positively with change.			
EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<ul style="list-style-type: none"> <li>• <b>Know the names and functions of some parts of the body (see vocabulary list)</b></li> <li>• <b>Know that we grow from baby to adult</b></li> <li>• <b>Know who to talk to if they are feeling worried</b></li> <li>• Know that sharing how they feel can help solve a worry</li> <li>• Know that remembering happy times can help us move on</li> <li>• <b>Recognise that changing class can elicit happy and/or sad emotions</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know the physical differences between male and female bodies</b></li> <li>• <b>Know that private body parts are special and that no one has the right to hurt these</b></li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• <b>Know there are different types of touch and that some are acceptable and some are unacceptable</b></li> <li>• Know the correct names for private body parts</li> <li>• Know that life cycles exist in nature</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know how the female and male body change at puberty</b></li> <li>• <b>Know that change can bring about a range of different emotions</b></li> <li>• Know that personal hygiene is important during puberty and as an adult</li> <li>• Know that change is a normal part of life and that some cannot be controlled and have to be accepted</li> </ul>	<ul style="list-style-type: none"> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• <b>Know how a baby develops from conception through the nine months of pregnancy and how it is born</b></li> <li>• <b>Know how being physically attracted to someone changes the nature of the relationship</b></li> <li>• <b>Know the importance of self-esteem and what they can do to develop it</b></li> </ul>

<ul style="list-style-type: none"> <li>• <b>Can say how they feel about changing class/ growing up</b></li> <li>• <b>Can identify how they have changed from a baby</b></li> <li>• Can say what might change for them as they get older</li> <li>• Can identify positive memories from the past year in school/home</li> </ul>	<ul style="list-style-type: none"> <li>• Know that aging is a natural process including old age</li> <li>• Know that some changes are out of an individual's control</li> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> <li>• <b>Can say who they would go to for help if worried or scared</b></li> <li>• <b>Can say what types of touch they find comfortable/uncomfortable</b></li> <li>• <b>Be able to confidently ask someone to stop if they are being hurt or frightened</b></li> <li>• Can appreciate that changes will happen and that some can be controlled and others not</li> <li>• Be able to express how they feel about changes</li> <li>• Show appreciation for people who are older</li> <li>• Can recognise the independence and</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Can appreciate their own uniqueness and that of others</b></li> <li>• <b>Can express any concerns they have about puberty</b></li> <li>• <b>Have strategies for managing the emotions relating to change</b></li> <li>• Can express how they feel about having children when they are grown up</li> <li>• <b>Can say who they can talk to about puberty if they are worried</b></li> <li>• <b>Can apply the circle of change model to themselves to have strategies for managing change</b></li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• <b>Recognise ways they can develop their own self-esteem</b></li> <li>• <b>Can express how they feel about the changes that will happen to them during puberty</b></li> <li>• <b>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</b></li> <li>• Recognise how they feel when they reflect on the development and birth of a baby</li> <li>• Can celebrate what they like about their own and others' self-image and body image</li> <li>• Use strategies to prepare themselves emotionally for</li> </ul>
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	<p>responsibilities they have now compared to being a baby or toddler</p> <ul style="list-style-type: none"> <li>• Can say what greater responsibilities and freedoms they may have in the future</li> <li>• Can say what they are looking forward to in the next year</li> </ul>		the transition (changes) to secondary school
<b>Vocabulary Progression</b>			
<p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>	<p>Consolidate EYFS &amp; Yr 1</p> <p>Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy</p>	<p>Consolidate KS1 &amp; Yr 3</p> <p>Personal, Unique, Characteristics, Parents, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance</p>	<p>Consolidate KS1 &amp; KS2</p> <p>Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, consent, transition, secondary, journey, worries, anxiety, excitement, 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,</p>

			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
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