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|  | **Year R** | **Year 1** | **Year 2** |
| Expectations | * Pupils recognise how they and others are feeling and can name these feelings.
* They become aware of the views, needs and rights of other children and older people.
* As members of a class and school community they learn social skills, such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.
 | * Pupils can recognise and name a range of emotions and with support can give reasons for why someone is feeling a certain way
* Pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.
* They can express basic rules and skills for keeping themselves healthy and safe and for behaving well.
* They discuss similarities and differences between themselves and others.
* They learn and apply social skills, such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.
 | * Pupils can recognise and name a range of emotions and can give reasons for why someone is feeling a certain way
* Pupils continue to explore themselves as developing individuals and as members of their communities,
* They learn and discuss rules and skills for keeping themselves healthy and safe and for behaving well.
* They have opportunities to show that they can take some responsibility for themselves and their environment.
* They begin to take an active part in the life of their school and its neighbourhood.
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| Self-control and Relationships  | * Begin to speak about something that is special about them
* Begin to understand that rules are important to keep us safe and happy
* Show the feelings happy/sad/excited/scared through facial expressions
* Begin to discuss ways to calm down when feeling upset and scared
* Draw a picture of their ‘family’ and share what feelings they have when they are with their family
 | * Speak about things that make them special
* Share how to make the class a good place to learn through rules
* Identifies and shows a range of feelings – frustrated, hopeful, disappointed, proud, ashamed, guilty, curious, interested, bored, confused, worried, sure, nervous, anxious, calm, relaxed, shy, lonely, embarrassed and humiliated.
* Explains how to calm down when feeling upset or scared
* Talks about what a ‘family’ is and why being part of a family is a positive thing
 | * Speaks about things that make them special and how they can help others get better
* Discusses the importance of rules and being responsible for their implementation
* Identifies and shows a range of feelings in relation to different scenarios given
* Explains how to calm down when feeling upset or cross
* Share ideas on how to help people when they are upset
* Understand that all families look different but offer the same feelings of love, security and stability
* Discusses what families can do to help and support one another
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| Playing an active Role  | * Speak in simple terms about what a ‘friend’ is
* Speaks about how to solve problems with their friends
* Knows when to ask help from others
* Beginning to understand that there is a wider world around us outside of home and school
 | * Share what traits make a good friend
* Share what to do when they fall out with a friend
* Discuss the importance of asking for help and how to help others
* Discusses ways that we can help keep our world clean and healthy
 | * Share why it is important to have good friends and how they can offer support
* Understand that positive friendships are ones that are welcoming and open towards all
* Knows and discusses what helps and harms our environment
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| Respect Similarities and Differences  | * Identifies similarities and difference in simple terms based on familiar people/characters
* Speak in simple terms about how to solve problems without hurting others
* Speak about what they are good at and in simple terms what they would like to get better at
 | * Identifies similarities and difference between themselves and their friends
* Explain what ‘bullying’ mean (including cyber bulling)
* Speak about what they should do if someone is unkind to them
* Explain the term ‘respect’ and express in simple terms why this is important
* Speak about what they are good at and can set new goals
 | * Knows that every person is different and differences should be respected
* Understands and discusses how being unkind and hurting others doesn’t make them feel better
* Explains what ‘bullying’ means and how it is different to ‘falling out’
* Understand how cyber bulling can occur who to go to if worried
* Understands the importance of respecting others even when they are different from them.
* Speak about what they are good at and can set new goals
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| Health  | * Speaks about how they feel when they are poorly and that medicine can make them better
* Knows how to control the spread of germs through handwashing and using tissues
* Identifies what foods are healthy and unhealthy
* Discusses in simple terms why eating healthy foods is important
* Understands what ‘exercise’ means and why it is important
* Demonstrate yoga poses and explain in simple terms why yoga is important for our bodies and minds
 | * Understands when they should use medicine and how
* Understands what ‘hygiene’ means
* Discusses how to protect themselves from germs
* Understands the term ‘balanced diet’
* Names and sorts food into healthy/unhealthy
* Discusses why eating healthy food is important
* Understands that healthy eating and regular exercise contributes to a healthy lifestyle
* Take part in regular yoga and mediation sessions and can share why these are important
 | * List key features found on a medicine bottle and discuss the importance
* Sort foods into their food groups
* Create menu for three meals using healthy food options
* Understands the importance of healthy eating, exercise and hygiene to lead a healthy lifestyle
* Understand the importance of building regular exercise into the daily and weekly routine.
* Understand the risks associated with an inactive lifestyle
* Demonstrate yoga and mindfulness techniques and share how these activities can help mental and physical health
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| Personal Safety  | * Identifies people who help them stay safe
* Speaks about how to keep themselves safe in relation to ‘Stranger Danger’
* Beginning to understand the concept of ‘privacy’
* Understand that their body belongs to them
* Understand that they can ask for help for themselves if they are not feeling safe
 | * Identifies and sorts situations into safe/unsafe
* Names people who can help us in a range of situations
* Understand the concept of privacy and that it is not always right to keep secrets if they relate to being safe
* Begin to understand that they must ask for and give permission in relation to physical contact with friends, peers and adults
* Know who to go to if they do not feel right or they have worries
* Sort safe/unsafe scenarios when crossing the road
 | * Identify what people they can go to to ask for help if they feel unsafe
* Understands that keeping safe online is the same as in the real world and their privacy needs to be considered
* Speak about how everyone has the right to their own privacy and personal space and this must be respected.
* Understands why we cannot take too much medicine
* Knows how to use medicine correctly
* Knows when and when it is not sensible to take medicine/drugs
* Know how to make a clear and efficient call to the emergency services if necessary
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| Moving on  | * Share how to learn and how to get help if stuck
 | * Explains the term ‘responsible’
* Speaks about being responsible for helping others
 | * Understands the term ‘worry’ and can share their worries openly
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